





EDUCATIONAL SUPPLEMENT  
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### A Philistine report

The recommendation by the Central Policy Review Staff—the Think Tank—to close down the British Council is not altogether unexpected from a body charged with taking an unsentimental look at the scale of British representation abroad. It was bound to look critically at a situation set up by the British Empire which is a reality, particularly in the early days of the review when members of the review team were divided over the cultural diplomacy which returns which could be wished or measured. But while there may well be a case for reducing the amount of duplication among bodies responsible for youth exchange and for recruiting for jobs abroad, the proposal to have a major part of the council's activities over to government departments is less convincing. The argument looks simple: Now that the British Council has increasingly become an arm of government (two-thirds of its expenditure is now related) why should it continue to have an independent status? The CPIS is not an independent body; it is essentially the creature of government and reflects its interventionist attitudes. But many people will wonder whether there are not still advantages in administering some of the aid programme through bodies which operate at arm's length from the Government. This is especially true of the education programmes and others where it sometimes is acceptable for the British Council to do things which no government department could do. Heaven forbid that all aid should go through Miss Judith Hart's hands the more of it which can be professionalized and depoliticized the better.

### Innovation under fire

No doubt a great many teachers—of English and other subjects—have become irritated in the past few years by parts of the "English across the curriculum" movement. At times, it may have seemed that members of the London Institute of Education, the department were trying to take over the curriculum themselves. But Mrs Jeanette Williams' attack on the Schools Council Writing Across the Curriculum project should not be allowed to discredit the whole English across the curriculum movement. It is all too easy to damn an expedition into unknown curriculum territory because it is not a cut-and-dried scientific experiment and to substitute the dogmatism of the missionaries on the expedition with the cautious hopes of the explorers. The writing project started out with the notion that many secondary school subjects demand a certain kind of writing from pupils, to the exclusion of all other kinds. Perhaps unfortunately, the project invented the label "transactional" for that kind of writing; the im-

personal presentation of facts and theories. The project's hypothesis was that if children were allowed to be more personal—or "expressive"—in their writing, they might become more interested in "science," or "history," or "mathematics." And teachers might find such writing useful as a guide to how children were thinking, their understanding and misunderstanding of new subject matter. Perhaps, at times, some of the project's developers made "expressive" writing sound like the philosopher's stone. But even at their most zealous, they never denied the importance of other writing styles. And certainly, the teachers who worked with the project team gave some interesting examples of writing in various subjects that seemed to support the hypothesis. If Mrs Williams is right that, along the way, the project team began to claim that its hypothesis had been "proved," this is unjustified. But this was a valuable piece of curriculum development, and deserves serious attention.

## Chris Brooks argues for less vocational training, not more Unemployed here to stay

The prospects of two million unemployed people in 1980 are very real. Undoubtedly, a large percentage of them would be young workers, many would be school leavers who had never found employment. There are very important implications for the world of education to be learnt from employment and unemployment forecasts. In a country with two million unemployed, the pressure for narrow vocational training must be curtailed in favour of a wider preparation for life outside school.

If we are to return to full employment, which I would regard as around 500,000 unemployed by 1981, our economic aims to grow at something approaching 4.75 per cent per annum for each of the five years 1977-1981. That would represent a rate of growth some 75 per cent higher than the average achieved by the United Kingdom in the decade 1964-1973, and that was in the good old days before the oil price increases and the world recession. Even the wildest optimist has to admit that prospects for achieving these growth targets are nil. What we know is that public investment, a vital component of total investment, is expected to fall by 71 per cent in real terms by 1980, and fears of a world recession in 1978-79 are serving to accentuate the gloom. Finance ministers throughout the Western world. If these are the economic facts—and they are not dissimilar to those put forward by such bodies as the National Institute for Social and Economic Research, it seems likely that we shall have very substantial unemployment with us for at least the next five years, or probably for much longer.

Unemployment increased staggeringly in the decade up to 1976, rising from an average of under 400,000 in 1966 to one of more than 1.3 million by 1976. At the same time, certain areas were acutely affected, four examples being London, Liverpool, Wearside and Strabane, where in the latter's case it rose to 26.6 per cent in April of this year. In areas where unemployment is high, one can generally guarantee that the young people's unemployment will be very much worse. Figures cited in the recent Manpower Services Commission report *Young People and Work* revealed that in one area of Liverpool unemployment among 16 to 18-year-olds was 37.1 per cent. These figures are probably well known. The problem is bad; it is extremely bad for young people, and prospects, at least for the next five years, are bleak. But all this assumes a world unchanged from 10 years ago, a world where the old variables still hold. They do not, and the implications of the changes make employment prospects even more depressing. Youth should believe that the current unemployment is in significant part structural, that is, not simply a function of the current recession, but of consequences which changes in the economic structure of our society. Government policy, however, towards unemployment (if we have one) rests on the hope that regeneration of manufacturing industry will bring with it jobs sufficient to reduce the dole queues to acceptable levels. The Holland report mirrors this view insofar as it contains proposals for large numbers of schemes which aim to equip young people for jobs in manufacturing industry. What it does not show is whether these jobs will be available and when the recovery will come.

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"What is the value in creating semi-skilled muggers in Brixton, rather than unskilled ones?"

The Government argues that we must regenerate our manufacturing industry, improve its investment base and efficiency and, in the process, will lead us along the road to salvation and full employment. The famous Chiquets White Paper of 1975 on Industrial Strategy actually argued that we should aim to create a million new jobs in manufacturing industry, a 15 per cent increase in numbers employed in that sector. All this, in spite of the fact that the West Germans have only managed a 2 per cent increase in manufacturing employment despite a quite remarkably high growth in output from their manufacturing sector.

In the case of British industry, there are powerful forces at work which militate against the creation of large numbers of jobs in manufacturing—the changing nature of technology, the replacement of labour with machinery (a change directly stimulated by successive government policies) the impact of progressive employment legislation over the past few years and, of course, a reduction in manufacturing which is a feature of much of our industry. But it is not only for these reasons that we challenge the very narrow base of many of the programmes proposed by the Holland report. The vocational training crisis is most acute in those areas where industry has either collapsed, is in a state of near collapse, or has moved away. There is a particularly high correlation between youth unemployment and the stress areas in inner cities—the areas where real industry has gone, forced out by lack of space, insensitive planning, high costs and poor schools and housing. But it is in areas such as these, one presumes and hopes, that the

majority of the Holland resources will be committed. In Central Brixton at Liverpool 5, the value of many of the courses proposed will be very limited, unless the young people trained on them are expected to be highly mobile and move away to compete for work in areas of lower unemployment. At the moment, we know that the average radius of work for a young unskilled or unskilled worker is three miles. In the words of Gerry Healy then: "what is the value in creating semi-skilled muggers in Brixton, rather than unskilled ones?" as it may seem, I fear it is not. Providing narrow vocational training for young people in inner city areas does not create employment in these areas if they are to result in young people being returned to the dole queue at the end of the course.

The implications of this analysis are profound, both for the curriculum at school and for the range of courses which are provided for further education and under the MSC's new programme. As a minimum, given the expectation of unemployment which faces young people sooner or later, schools should aim to equip them with some sort of survival kit for the future to help them to cope in an increasingly hostile world. At the moment, it is the group which leaves school with the lowest ability which is most unemployed—the unqualified—which is least prepared to defend itself in the world outside.

The Holland programme contains an unduly heavy bias towards narrow semi-skilled training courses and the number of job schemes concerned with the undereducation of the individual or community service, or social education, is very small. What is required from Holland and for young people, are courses which help them to cope with their own lives and those of their colleagues and friends—to understand the nature of the society they live in and how it affects them—to acquire the skills and attitudes which will help them to cope with it, and also how to take advantage of it.

These skills are at least as important as the somewhat narrow skills which will be learnt under the proposed MSC programme. Unemployment is here to stay. We must develop a spectrum of opportunity for all young people from traditional work, through to social services, community service, and environmental work to address the needs of that diversity. But there must be some comprehensive education and training for the 300,000 "losers" who join the labour market each year and the prime targets for unemployment. But it is in areas such as these, one presumes and hopes, that the



Educational aid: high priority in developing countries.

## Sun to set on British Council's costly empire?

The abolition of the British Council and possibly the Central Bureau for Educational Visits and Exchanges is called for this week in a report by the Central Policy Review Staff, the Government's Think Tank. Much of the council's work overseas could be done better by the DES and the Overseas Development Ministry, says the report. It also recommends the abolition of the Inter-University Council and the Technical Education and Training Organization for Overseas Countries. The British Council was set up in 1954 to promote the culture and institutions of the United Kingdom abroad. More than half its staff of 4,000 are overseas. In 1975 it cost the taxpayer £27.3m. This year's bill is about £77m. The Central Bureau, established in 1948, has placed thousands of British language teachers in one-year posts abroad. Its budget in 1975 was about £80,000.

The abolition of the British Council is considered too radical, the authors of the report suggest. A reduction in its overseas staff and a smaller role at home. The Central Bureau would then continue. We are impressed, says the report, by the very large volume of exchanges and visits which the CBEVE is able to achieve with its relatively small staff and without any overseas representation. The Think Tank report justifies spending public money when it contributes to security, prosperity, peace and justice, and world peace work as well as the council's work as contributing to the objective of world peace and justice by educational aid and educational cooperation between countries. In 1975 the aid budget was £32.2m and £25.1m was spent on overseas representation.

Educational aid is seen as a high priority for the development of poorer countries in Asia and Africa. Educational cooperation with poorer countries, because of its close links with the United Kingdom's foreign policy. Mr. Newell, however, is particularly concerned with the abolition of the Council's work in the "white Commonwealth" and the United States where the people have easy access to "mass culture".

The authors of the report acknowledge that some countries, notably France and Germany, take the view that "cultural diplomacy"—the sending abroad of students and achievement in country's schools—serves that country's interests. They remark: "We are sceptical of this argument. We think that the welfare of people takes effecting British interests is more important than the sending of students to general projects of £22m of the total expenditure in poor developing countries in intermediate or rich developing countries (Middle East and Latin America) £5.5m in the Soviet Union and £10.3m in other developed

## Pressure on for overall jobs strategy

Government manpower advisers and other senior civil servants are becoming convinced that there is a need for a national employment plan. A report being prepared by the Manpower Services Commission for publication this autumn is likely to make a powerful case for the adoption of such a policy. Further, the report by the new thinking in Whitehall has been the adoption by the Government of the Holland programme for unemployed school leavers. The programme is calculated to improve the employability of the youngsters but there is a mounting fear in Whitehall that it will simply replace a large number of unskilled unemployed teenagers by even more frustrated youngsters who will be unable to find jobs. Many of those who do find jobs, it is feared, will do so at the expense of older people and of women.

The economic planners, including Treasury officials, are now prepared to admit that the Government's existing industrial and economic strategies will not of themselves create the million extra jobs which are needed to bring unemployment down to the target of one million mark by the beginning of the 1980s. Whatever growth is achieved in manufacturing will depend heavily on cutting manpower, so that even the highest rate of growth in manufacturing will not produce a correspondingly big net increase in jobs. Even the boom in consumer demand which ought to result from higher wages in a more prosperous manufacturing sector will not, it is calculated, be sufficient to cure mass unemployment—or not without unacceptable trade-offs.

Among the measures which the civil servants are discussing informally, but which are not yet being put into effect, are the possible expansion of wealth-producing activities outside manufacturing—tourism, financial services and the small scale production of luxury goods which require intensive hand labour. The book shows marked differences in the universities' approach to applicants and, for the first time, Mr. Hepp has persuaded some of the higher education entry qualifications, shows that after Oxford and Cambridge, Edinburgh is the university able to demand the highest A-level grades.

Bristol, Durham, Leeds, Manchester, Liverpool and Birmingham are joint third. After this come Bradford and Newcastle. Of 96 universities and colleges included in the survey, 58 have at least one department able to ask the highest grade in one subject. Twenty-five can ask the highest grade in four subjects or more. The book shows marked differences in the universities' approach to applicants and, for the first time, Mr. Hepp has persuaded some of the higher education entry qualifications, shows that after Oxford and Cambridge, Edinburgh is the university able to demand the highest A-level grades.

The council is confident that if ministers were starting from scratch, they would not invent the British Council, the report says. If the council is abolished the DES should set up an overseas section to handle educational interchanges, the report suggests. It could also take on selection and testing of students and would identify demand for cultural manifestations abroad though if the Think Tank recommendations are accepted this job would become a small requirement. On the occasional secondment of staff overseas, the report remarks: "It would provide DES staff with the opportunity to observe at first hand overseas educational systems, which could be useful in their policy formulation work when they return."

The Think Tank acknowledges the growth of the council's commercial activities, but thinks these could be taken over by a unit for educational goods and services exports within the DES. Language teaching in developed countries could fall into this category, it suggests. Money should only be spent on language teaching in the poor and intermediate developing countries for "the growth of English will continue whether the UK Government pursues resources into it or not."

The council's low-price scratch scheme for students in developing countries (14 million copies since 1960 at half commercial price or less) is approved of by the report, but it suggests that libraries should be set up in poor areas except in poorer countries. For the recruitment of personnel for contract jobs abroad, a new organization would be set up. This would also be responsible for the placement and welfare of overseas students (including students). The report remarks: "The universities have much improved their welfare facilities for overseas students and they could take on the welfare functions at present performed on a large and, in our view, lavish scale by the council." The provision of expertise in education, science, technology and English language teaching could be taken over by the ODE's educational advisers, the DES Inspectorate and the Schools Council.

Bert Lodge

## Study challenges myths about comprehensives

Many more working-class children get A levels and stay on to the sixth form in comprehensives than school leavers in comprehensive schools, says Mr Robertson.

Comprehensive school pupils who leave at 16 get better jobs than their parents and more of them stay on to sixth-form level than the national average. These and other findings appear in the latest issue of *Comprehensive Education*, the journal of the Campaign for Comprehensive Education. The work by Mr T. S. Robertson and his colleagues, the National Foundation for Educational Research between 1965 and 1972. It traces the academic and job fortunes of 1,844 pupils involved in the original survey commissioned by the Government.

In his conclusion Mr Robertson knocks down several of the usual accusations levelled against comprehensive schools, particularly those relating to low well working class children do, and the plight of "gifted" pupils in all-ability schools. The small number of exceptionally able pupils fared very well in CSE and nearly all went on to higher education. All bright working class pupils "can succeed particularly well in comprehensive schools," says Mr Robertson.

Of all the pupils staying on to the sixth form half were from working class backgrounds, compared to only one-third from such backgrounds in grammar school sixth forms at the same time; 65 per cent were on other courses; and of those doing A level courses, 69 per cent had been originally classified as "secondary modern ability only." Of 15 gifted children in the survey were classified as "highly able" as those in the top 2 per cent of the ability range) four were working class and they had a higher average number of A levels than the 11 gifted children from middle-class backgrounds—3.2 compared to 2.4. All four went on to university, and one working-class boy got four A levels, all with grades one or two, and won an open scholarship to Oxford.

The great majority of gifted pupils, according to Mr Robertson, said they were in favour of comprehensive education.

Degree Course Offers, 1977-78, the latest in Mr Brian Hanp's surveys of higher education entry qualifications, shows that after Oxford and Cambridge, Edinburgh is the university able to demand the highest A-level grades.

Of 96 universities and colleges included in the survey, 58 have at least one department able to ask the highest grade in one subject. Twenty-five can ask the highest grade in four subjects or more. The book shows marked differences in the universities' approach to applicants and, for the first time, Mr. Hepp has persuaded some of the higher education entry qualifications, shows that after Oxford and Cambridge, Edinburgh is the university able to demand the highest A-level grades.

## Have you a thinking family?

You may not yet be in a position to teach thinking skills directly to your pupils. But with your family you make your own decisions. The THINK-LINK pack designed by Edward de Bono provides a convenient gymnasium for thinking exercises.

The THINK-LINK cards have been used over a surprisingly wide range of ages (from 3 to 75 years) and abilities (from IQ 76 to 140). This is because the same exercise can be set at several levels of difficulty. Thirty-six basic exercises or games are described in the pack. These may be modified by the user who will also find it easy to invent new games.

The THINK-LINK pack may also be used in schools. It is, however, very different in nature from the basic CoRT Thinking Lessons.

The THINKING COURSE FOR JUNIORS is also designed as a family or school pack. The pack is concerned with design and problem solving—using drawing as the thinking medium.

Details from Direct Education Services Ltd. 1 Alfred Street, Blandford Forum, Dorset DT11 7JJ

Mr Peter Newell ("Stop Playing Golf," July 29) has written a long article criticising the Inner London Education Authority for deciding not to start providing money to the established White Lion Free School. But he makes only two short references to the ILEA's reasons, and ignores completely one of the fundamental barriers to agreement. One paragraph makes a brief point about the financial arguments and another part of the ILEA's story is dismissed as "opponents suggested that there were lots of similar projects doing similar work. Not true." Mr Newell's unsupported assertion that the ILEA is "island" (but shall show why). It is an insult to many teachers throughout Inner London who are working in a variety of voluntary and other alternative education units. Why does Peter Newell so often come by by implication that work being done in London at, say, the Rathar Centre, or the Bethnal Green Intermediate Education Centre, or the Interaction Talcare Truancy Unit (all like many others, aided by the ILEA)? The ILEA is spending about £110,000 this year on aid to voluntary organizations running some 20 centres in inner London for truant and other children with difficulties. £127,000 is being spent on education guidance centres for

disruptive children in each of the ILEA's ten divisions—and the number is to be increased. In addition, many of our secondary schools have set up their own alternative education units on school premises. Informal or alternative education is not the exclusive province of one organization or even of other voluntary bodies aided by the ILEA. It is to be found everywhere within the ILEA itself. It is nonsense to suggest that informal education is to end in inner London merely because the ILEA is not giving a grant to one institution among a score of others doing similar work—an institution that is registered as an independent school and which has never been granted aid by us in the past. We admire the work being done by the White Lion Free School. But it was in competition for funds with other organizations doing similar and equally necessary work throughout inner London. If this school had been given £20,000 a year by the ILEA, other voluntary organizations might have had to abandon their projects. The most recent voluntary organization to be helped by the ILEA

### Letters to the Editor

## White Lion's misdirected roar

was Beauchamp Lodge Settlement in Paddington, which decided in April to provide it with £10,000 to help disruptive and truanting children in the next school year. Apart from the question of scarce resources, White Lion's application for money raised a basic question of principle that Mr Newell has ignored in his article. The ILEA's criterion in supporting alternative education schemes is that the children should return to ordinary schools as soon as possible. This is a cardinal point for us as an education authority with statutory obligations and a commitment to voluntary organizations. White Lion, unlike other voluntary organizations, had difficulty in accepting this criterion. The ILEA's representatives, including assistant education officers, the Islington divisional officer, and inspectors. Mr Newell is in danger of overlooking his own personal commitment to the White Lion Free School, and this on two occasions by a number of ILEA representatives, including assistant education officers, the Islington divisional officer, and inspectors. Mr Newell's misdirected roar is in danger of overlooking his own personal commitment to the White Lion Free School, and this on two occasions by a number of ILEA representatives, including assistant education officers, the Islington divisional officer, and inspectors. Mr Newell's misdirected roar is in danger of overlooking his own personal commitment to the White Lion Free School, and this on two occasions by a number of ILEA representatives, including assistant education officers, the Islington divisional officer, and inspectors.

It has also been alleged that the ILEA had no proper alternative plan for the White Lion Free School children if the school had closed. This is untrue. For the younger children there are places at a variety of primary schools in the area, including Penton primary, which has an extended-day nursery class. The secondary age children could have transferred either to local secondary schools or to the nearby alternative education centre. Mr Newell's misdirected roar is in danger of overlooking his own personal commitment to the White Lion Free School, and this on two occasions by a number of ILEA representatives, including assistant education officers, the Islington divisional officer, and inspectors. Mr Newell's misdirected roar is in danger of overlooking his own personal commitment to the White Lion Free School, and this on two occasions by a number of ILEA representatives, including assistant education officers, the Islington divisional officer, and inspectors.

shabby use of language to say that when an independent organization approaches another body asking for funds, that body is trying to destroy the independent organization by refusing to give it the money it is asking for. That accusation implies that the ILEA initiated a campaign to restrict the White Lion's income. But that something it did not like. But that something it did not like. But that something it did not like. But that something it did not like. But that something it did not like.

A vehement attack on the "language across the curriculum" notion...

Bullock bandwagon wrong about writing

The "Writing across the curriculum" project which was devised by the Schools Council...

According to Mrs Williams the writing project began modestly enough but ended up drawing wide ranging conclusions...

"Language across the curriculum" became a slogan that seemed to promise a solution to educational problems...

metaphysical terms or relying on intuition. Their research methods and conclusions...

The reports produced by the project were "diffuse and impressionistic" and the research seemed to have been done in the same way...

No attempt was made throughout the five years of the project to test whether the theories fitted the facts. "We find no evidence of trial runs for fit of the model..."

the functions of two thirds of the pieces of work were. How could teachers be expected to find this jargon useful when even trained assessors could not agree on its meaning...

Through the research claimed to apply to writing right across the curriculum the data collected was heavily slanted towards English classes, from which 822 scripts were considered...

Mrs Williams complains about the haphazard way they proceeded in collecting data. More than 2,000 examples of children's written work were collected...

up in practice. There are no widely available curriculum materials produced embodying the project's ideas which can be tested in the classroom.

"Above all, if the categories are able to be used, and the teachers succeed in assigning their pupils' writings to them, how are these categories an improvement on others teachers have had for some time?"

The bias of the team in favour of expressive language forms could do a great deal of harm if it persuaded, say, science teachers to use forms of language quite unsuited to their subject.

There is indeed too much dreary writing going on in schools. Teachers often seem to think a lesson is not complete or the child is not writing unless the pen is made to write something down before the bell goes.



BATTLE STATIONS - The police Ministry of the Home Office has asked the Army children to school in Cheshire has pacified his pupils and the busmen.

Helping hands put staff out of work - A claim that mothers are helping hand in primary schools by education cuts while other school workers are being made redundant has been made by the local government officers' union...

What am I bid for this old school tie?

dividing trade in secondhand ties point on in independent schools. Blazers, pullovers, shirts and badges are also changing hands at knock-down prices.

The details of this up-market tie sale are disclosed in the report from the Price Commission on the cost of school uniforms. The report says 83 per cent of independent schools enable parents to buy and sell used clothing, which compares with 38 per cent of primary schools and 44 per cent of secondary schools.

Helping hands put staff out of work - A claim that mothers are helping hand in primary schools by education cuts while other school workers are being made redundant has been made by the local government officers' union...

items that schools require, the Price Commission says. The average cost of a uniform including tie, pullover, shirt, blazer, badge and trousers for a boy is £26.44 if parents go to an independent clothing shop...

Contrary to popular opinion, the report says that retailers and manufacturers make no more profit on school uniforms than other children's clothes. The only way to cut the cost of school uniforms is to reduce the number and quality of items that schools require...

children seemed particularly at risk in middle schools. For one thing, they had to transfer for twice between schools...

about 6,300,000 children are required to wear one or more items of uniform, the report says. Inner London, Northern Ireland and the south-east counties and the Outer London boroughs were more likely to insist upon it.

The report criticizes schools which issue clothing lists without making it clear which of the items are optional. "The issue of price lists by retailers or display by them on school premises may wrongly give parents the impression that they are obliged to buy the prescribed items from those retailers. It is up to schools to see that parents are not misled in this way."

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Don't pay fees, I.e.a.s told - The Government's determination to stop supporting private education was taken a stage further this week when it issued a circular outlawing I.e.a.s. places at independent schools except in special circumstances.

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Why too many high flyers never get off the ground

exceptionally bright all-rounders. Children with special talents get a poor deal in middle school comprehensive schools.

Virginia Makins reports on the HMI survey into education of the gifted

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Green Paper reactions

But the system won't wear it... Doubts that the education system in this country is sufficiently well organized to implement the recommendations of last month's Education Green Paper are expressed by CASE, the Confederation for the Advancement of State Education...

ENGLISH AS A FOREIGN LANGUAGE

From August 15-19 inclusive there will be an exhibition of books and materials for English Language Teaching at The Caroline Skeel Library, Westfield College, Kidderpore Avenue, London NW3

EXHIBITION OPENING TIMES

Monday : 14.00-17.00 Tuesday : 10.30-17.00 Wednesday : 10.30-17.00 Thursday : 10.30-17.00 Friday : 10.30-13.00

Green Paper reactions

But the system won't wear it...

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"Given the tenuous links that at present exist between the DES, local education authorities and the schools, it would be easier to guide a boat through a sea of lava than to execute the outlined proposals," says the confederation...

The confederation believes that intransigent heads or I.e.a.s. quietly going their own way and ignoring all advice and all models for reform can ensue the Green Paper remains no more than a tub-thumping exercise.

It is questionable whether a pool of unemployed teachers will make the teacher unions more amenable to the removal of incompetent teachers, CASE suggests. It has no doubt that schools would improve out of all recognition overnight if the "safe job" concept were removed, but "we shall see whether in fact I.e.a.s. are prepared to make these reforms," says Mr Patrick Carr, deputy director of education for the Confederation of British Industries...

The document very clearly contains a number of ideas for the curriculum planning process at national and local level and I would hope that employers would recognize that they have a role to play here, he said.

The CBI particularly supports the emphasis put on the responsibility of the primary schools to successfully give children the basic school subjects and it welcomes the importance given to science and modern languages, vocational training and preparation for working life.

PERSONAL COLUMN

Gerry Fowler Revolution in green

retreat from such "interference" in the proper business of the professional teacher had been complete when the Inspectorate finally abandoned any pretence of inspecting.

The issue of a White Paper, with firm proposals for the intervention of the department into these forbidden areas, would have aroused a storm of protest from the profession, the teacher unions, and even the local authority associations.

By making sensible but at present somewhat general suggestions for change, open to discussion and negotiation, Mrs Williams has thus subtly re-established the right of ministers and I.e.a.s. alike to articulate the public interest (as they see it) in respect of what happens in our schools.

Now that it is an association of public interest, constructed as it is, (I believe that it is fundamentally unobjectionable, but let that pass.) Mrs Williams' proposals, as I interpret them, seem to me to be a very different view, and one which most teachers will share.

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Science fiction is rapidly becoming fact, at least so far as can be told from the scientific journals.

Science diary

by John Maddox



Miners on the moon?

The starting point for argument is that when people begin to take an interest in building vast structures in orbit about the earth they will be faced with deciding how most conveniently to get supplies of raw materials.

As things stand, it is energetically uneconomical to get raw material from the surface of the moon than from the earth, simply because the gravitational pull is less.

It's not an especially easy question to answer, simply because the asteroids whose orbits are now known are likely to be only a small fraction of those that will eventually be discovered.

So there is no shortage of material for the space-miners. O'Leary's chief concern is to suggest how they should extract most economically.

First, for moving about, he suggests rockets based on the use of electrical machines for flinging material at high speed from a magnetic mass driver, as they are called.

O'Leary's estimates are staggering, and low. He agrees that the cost of building one of his mining

ships would be at least \$1,000m, but then, he estimates, the cost of transporting material from a conventional asteroid would work out at less than the cost of carrying material into a high orbit from the surface of the earth.

Mrs Shirley Williams's Green Paper is understandably concerned

most with the schools. Thus, after all, is where the action is. It is, however, to be hoped that the argument about the organization and function of the schools will not entirely divert attention from the other parts of the educational system now crying out for close and continued scrutiny.

Take, for example, further education. There have been reorganizations of the curriculum every bit as radical as anything that happened in the 1960s in the schools, but even more rapid.

These concerned with curriculum development in the schools, where the golden rule is that innovations must be tested well and with the approval of the teachers most concerned, are fine in intention (in the Latin sense of wonder) that the TEC can have done so much so quickly, and without a deliberate programme of prior testing.

The universities, at the other end of the scale of post-school education, face upheavals of a different kind.

Their chief problems, by now well publicized, are financial. Although the University Grants Committee has been generously dealt with in the past year, with a reduction of real resources of merely 2 per cent, it is having to plan for a 7 per cent decline of resources in the coming year.

Unfortunately, the people I know who have left British universities in the past have done so for the still comparatively lush universities in North America and mainland Europe.

Mr Tom Rolf, senior adviser for

CEO pleads for wider sixth-form studies to open up A level 'prison'

by Owen Surridge

Sixth forms and A levels came under fire last week from Mr Barry Taylor, Somerset's chief education officer. He told a gathering of careers teachers and others organized by the Institute of Officers at Egham, Surrey, that he doubted whether A levels were respectable in the academic sense.

"It is possible," he said, "for youngsters to do nothing constructive or imaginative for very nearly two years but, with horrendous effort over the past few weeks, to achieve respectable results".

The whole idea of the restricted sixth-form curriculum, with every attention lavished on three or four subjects, made him uneasy. "For a proper education 16 to 18-year-olds should be expected to a much wider range of knowledge."

Mr Eric Lord, chief of the City and Guilds of London Institute, called for more assessment of young people's abilities. "It is unrealistic to grade all by one method," he said. "Society has placed a trick on the youngsters' neck not academic."

Mr Tom Rolf, senior adviser for

secondary education in appealed for support in The 16-plus examination was a long-overdue and must say, "I wish for a common 16-plus, which would be at three levels with the papers. This seems to be the solution for the sixth form."

The CEE pitch could however, by proponents of the exam. "It is still so many feasibility studies fear we may yet have a cut time given to general."

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Mr Tom Rolf, senior adviser for

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from "Upstairs, Downstairs".

How Hudson can help adults learn

Like television programmes Hudson could become a centre of adult education for people who would not normally consider taking up any form of adult education.

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could be used in education, that we were lagging behind America and other European countries in this field.

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In brief

Where to confer

A guide to nearly 300 residential conference centres in Britain has been published by the Bedford Square Press. It is called Bring Your Own Towel and gives a comprehensive choice of inexpensive centres ranging from retreat houses to holiday camps.

Electrical engineering

A careers booklet has been produced by the Institution of Electrical Engineers to encourage pupils to go into electrical engineering. Entitled How You Got What It Takes? it is available free from the IEE, Qualifications Department, Savoy Place, London WC2.

From tech to university

Technology students at five technical colleges in Sussex will be able to study for B.Sc. honours degree courses at Sussex University in the autumn under an agreement made between the university and the Sussex Engineering examination board. The students will be able to follow an integrated course, normally of five years, leading to the Ordinary National Diploma in Technology and then to the degree in the school of engineering and applied sciences. Brighton, Chichester, Eastbourne, Lewes and Worthing technical colleges will be working part in the scheme.

People

Mr Norman Hayes, ILEA's staff inspector for maths, science and computer education, is to be ILEA's new deputy chief inspector with responsibility for further and higher education.

Mr William Peter Stokes, formerly education adviser to the government of the Cayman Islands, is to be chief inspector of schools in the London Borough of Havering.

Schools

Mrs Jennifer Wells, head of RE at the School of St David and St Katherine, London, is to be headmistress of Brighton and Hove High School.

Universities

Mr Gerry Fowler, MP, former Minister for Higher Education, is to be a professor associate in the department of government at Brunel University.

COURSES

Middlesex Polytechnic Part-time Diploma in Remedial Speech. Requiring attendance one evening a week for two years, this course is designed to: enable teachers working mainly in their own subject areas to undertake auxiliary teaching in the remedial speech field in a supporting role to the therapist; diagnose and prescribe certain faults of the voice apparatus; provide a phonetic basis for the correction of pronunciation in the teaching of English as a foreign language.

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Kent County Council Education Department DID YOU GET THAT B.ED HONOURS DEGREE? And was one of your subjects Physical Education? If so you should be eligible for the M.A. Course in Movement Studies at Nonington College of Physical Education September, 1977.

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Parliament Tories attack exam results secrecy

The exam results of children in state schools should be published to enable parents to make informed choices, Mr Norman St John-Stevas, chief Opposition spokesman on education, told the Commons in Question Time last week.

He asked Miss Margaret Jackson, Under Secretary for Education, whether she had seen the result in The Daily Telegraph showing that the vast majority of parents wanted a greater say in the education of their children.

Mrs P. Jackson said the Government was in favour of parents having as much information as possible about schools. What it had done in the Green Paper was to point out the difficulties of simply publishing a language table of results. They were not necessarily a guide to a school's success without some further knowledge of the background factors against which the school was working.

Questions

Overseas students—Mr Oakes said the Education Secretary expected shortly to issue a circular to L.E.A.s and letters to universities exempting overseas students from the provisions of the Race Relations Act. This would mean that existing policies on tuition fees and admissions would continue. The circular would also cover discretionary awards and boarding charges made by L.E.A.s.

Staff-student ratios—Miss Jackson, Under Secretary, said that in the academic year 1975-76, the latest year for which figures were available in the form requested, pupil-teacher ratios were as follows: maintained schools: nursery 20.9; infants 23.2; junior 24.8; comprehensive 16.8. Colleges of education (including former colleges of education) 10.3; polytechnics 8.1; universities 8.8 (estimated).

Married pupils: Mr Evelyn King (South Dorset, C) asked the Education Secretary to issue advice to L.E.A.s on attendance at school of married female pupils aged 17. Miss Jackson said Mrs Williams did not consider that there was need for advice on this subject. She had, however, made it clear that any advice would be issued only to prospective parents of a married 16-year-old, particularly if she no longer lived at her parents' home after the most careful consideration had been given to the

Stumpy TV language under fire

Language was sometimes used in an incoherent and stumpy way on some radio and television programmes, Mrs Williams had been drawn to the attention of the broadcasting authorities, said Mrs Shirley Williams, the Education Secretary.

Mr John Hunt (Bromley, Revolutions, C) had complained about the debasement of the English language by pop music on BBC and commercial radio, whose programmes were listened to by many

children. If Mrs Williams met the broadcasting authorities, she should remind them that even die jockeys should be stumpy and intelligent. Mrs Williams pointed out that the Annan report found children's programmes should be watched and listened to. They also had considerable educational content. She said the difficulties arose with programmes which were watched by children.

Competition gives break to older gymnasts

Gymnasts, who seem to have pushed a number of things by the way, are now being brought in from the swimming pool. The English Schools' Gymnastics Association, with the backing of equipment makers Kay-Metzler, are to stage the first ever schools acrobatic competition in London on March 4 next year.

This event replaces the former vault and floor competition, which seems to have outlived its usefulness. The routines of the new enterprise are now being worked out and should be available at the start of the new academic year.

Acrobatic gymnastics, at first sight, seems to be more appropriate for the circus ring but it is very much a competitive sport in its own right. The Russians, earlier this year and the Chinese last week have put on skilful acrobatic performances in Britain.

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SCHOOL PROMS 1977 ANNOUNCEMENT

All available seats in the grand tier, loggia, second tier, middle and upper orchestra and the central and side balcony are sold out. Tickets are still available for the stalls, arena and gallery.

# Parents set for language battle

from our own correspondent

WASHINGTON  
A widespread campaign of defiance has begun in Quebec by English-speaking parents opposed to the recent and controversial Bill restricting their rights to send their children to English-speaking schools.

A group representing 12,000 Anglophone parents throughout Quebec recently voted to support school boards that refuse to restrict their principle of freedom of choice in education. So far only one English-language school board has actually defied the provincial Government, but others may follow and face a withdrawal of public funds.

The parents' action follows the English-speaking community's dismay with the new separatist government's decision to change Quebec into a bilingual province.

According to the Bill, it will be impossible, in future, for newcomers to Quebec—either immigrants or Canadians from other provinces—to send their children to English-speaking schools.

The Bill classifies English-speakers into five different groups and gives only some of them the right to continue sending children to English schools.

The first category is a man or his wife who went to English-speaking elementary schools in Quebec. They can send their children, including any still to be born, to an English school. This also extends to a couple educated outside Quebec with one child already in an English school.

On the other hand, a couple who did not go to an English elementary school in Quebec and whose children are not yet born will not be able to send them to an English school and a couple educated outside Quebec with one child already in a French school cannot send any of their other children to an English school.

Lastly people who are classified as "temporarily absent" in the province may not be allowed to send children to English schools.

The effect of these rules will be to sharply curtail the number of children eligible for English schools. One study has estimated that, together with the general fall

in the birthrate, which is faster for the English speakers than for the French speakers, the new regulations will produce, by 1986, an English school system no more than approximately 43 per cent its present size.

English speaking parents are reluctant to call this a campaign of civil disobedience, but one of their spokesmen said they were within their rights to disobey a law that was "manifestly illegal". He said freedom of choice was a right provided for by the British North America Act of 1867, which established the Canadian Federation and served as Canada's constitution.

The Bill is still being debated in the National Assembly but, because the school term begins in September, the Quebec Ministry of Education has already asked school boards to register pupils according to the terms of the Bill, even though it is not yet law.

Some boards have objected to this, and one in the Montreal area has indicated that it would continue to refuse to comply after the law is promulgated and parents have launched a campaign for contributions that would help pay teachers in districts deprived of public money.

The campaign against the Bill is receiving considerable help from McGill University.

In June, McGill submitted a forcefully argued brief to the Quebec National Assembly urging it to reject several sections of the Bill. The university said some of the provisions were incompatible with freedom of speech and the advancement of learning, and posed a serious threat to its own existence.

Dr Robert Bell, the principal, who signed the brief, said McGill did not oppose what is conceived to be the Bill's main thrust—the promotion of the French language. He agreed that there should be a common language that was generally understood which, in Quebec's case, should be French.

But he articulated two of the main objections by Anglophones to the Bill. The first was the classification of people into different ethnic and linguistic groups, and the assignment of different rights to each group. The Bill admits that it is inconsistent with the Quebec charter of human rights and free-

# Failures made to pay while the sun shines

from Joan Smyth

PARIS  
Thousands of French children spend less part of their summer holidays following correspondence courses, attending special "cramming" courses, private lessons summer schools, or simply swotting-up special holiday literature rushed into print by enterprising scholastic publishers.

The main reason is the September exams which hang like a gloom cloud over the start of the new school year. These exams are aimed at children whose parents have contested selection decisions taken by the lycées and colleges.

There are also examinations for students who have been ordered to stay in the same class for a second year but who are given a chance to avoid this by taking a further exam. Also, there are many candidates who are allowed another go at certain baccalaureate subjects. Above and beyond these are the various "cramming" courses, private lessons summer schools, or simply swotting-up special holiday literature rushed into print by enterprising scholastic publishers.

The Transvaal education department has announced that, from the beginning of next year, pupils in senior primary schools will be required to take an African language as part of the set syllabus, the language being chosen by the school as the one most commonly used in the area where the school is situated.

Last, but by no means least, are the special summer textbooks which set questions and texts. Some of these organize competitions with prizes. There are even holiday home courses for five-year-olds aimed at helping them with their reading for entry into the state school in a year's time.

# Italy Migrant return hits young jobsless

VERONA  
Italy's unemployed young are being deprived of jobs by a mass influx of jobless, by skilled, Italian workers now returning from France, Switzerland and Germany.

Figures recently released by the National Statistics Institute show that this year, for the first time in years, Italy's labour market managed to absorb 286,000 more jobs in April than in January.

But, in the same period, total unemployment officially estimated at 1,428,000 only fell by 27,000, of which fewer than 6,000 were new jobs for 14- to 29-year-olds.

Employment experts regard the failure of the unemployment rate to drop this spring as an indication that skilled workers returning from abroad have been given most of the extra jobs. Young people, they point out, are at a distinct disadvantage on the job market because of lack of work experience and of specific skills which the Italian education system is failing to teach.

Three-quarters of Italy's unemployed are aged between 14 and 29. But, in the same period, total unemployment only fell by 27,000, of which fewer than 6,000 were new jobs for 14- to 29-year-olds.

# Centres aim to boost work studies' status

by David Dugworth

West Berlin is pioneering an experiment in vocational education involving the creation of 27 *oberstufe-zentren* (Upper Level Centres) which, by 1982, will provide 26,000 training places for 16 to 19 year olds at a total cost of around DM760m (over £190m).

The centres are expected to serve as a model for similar institutions which all the other *Landes* except Schleswig Holstein are also planning to set up.

The new centres will be formed by amalgamating the present vocational, specialised vocational, senior studies at a *fachhochschule* (college of advanced vocational education) and certain grammar schools.

Instead of offering a wide range of courses covering many different trades, as has been the case in the past, each centre will concentrate on a specific professional field such as economic and administration, metalwork, electrical engineering, timber and construction technology, chemistry, physics and biology, printing and paper science.

This will allow a more economic use of buildings and equipment under closer contacts with outside firms. It will also enable staff to be redistributed so that, in future, the centres concerned will be able to provide training in all the specialties associated with their professional fields.

Besides preparing students for trade qualifications, it is intended that the *oberstufe-zentren* should improve the general standard of education and give students a deeper theoretical grounding in their subject required by the increasing complexity of modern technology.

This is in line with one of the principles laid down in the Comprehensive Educational Development Plan of 1973—to integrate vocational education and, in the process, raise the status

# Schools seen as key issue in the 'Spanish Ulster'

from James Connell

ALGORTA  
The increasingly violent history of Spain's four northern provinces, Vizcaya, Guipuzcoa, Alava and Navarra which make up the Basque region has caused them to be referred to as the "Spanish Ulster" in the Madrid press.

The region has traditionally enjoyed legal rights and privileges until the mid-nineteenth century but it was with the advent of the civil war and the Basque opposition to Franco's occupation that led to the outlawing of the Basque language, Euzkera.

The traditional Basque village schools, the *ikastolas*, were suppressed and other signs of cultural independence, even folk dances, discouraged. The Basques also found their identity undermined by the invasion of thousands of immigrant workers from poorer parts of Spain who flooded into the factories of Vizcaya and Guipuzcoa in the 1960s.

The industrial boom of the period raised the per capita income of the region to the highest in Spain. But, concurrently, an estimated 700,000 Basque speakers dwindled to the present 200,000 and the Basques found themselves accounting for only 40 per cent of the region's population.

Though, the latter years of the Franco administration saw some grudging concessions, including turning a blind eye to the reopening of the *ikastolas*, the schools received no state aid and survived on subsidies by small communities.

Nevertheless, the movement quickly caught on and the *ikastolas* multiplied and began to appear in urban areas. With the accession to power of President Suarez, interest in the Basque language and culture rapidly reached fever pitch.

Pupils of all ages are returning to the Basque language and crash courses continue to attract record numbers. A composite version of Basque dialects known as *Basque* has now been generally accepted and publications, mainly in Castilian and Basque, have been launched, including a daily news-

# Tale of two schools

Mr. I would like to comment upon Mary Barnes' suggestion (letters, July 22) that teachers lump parents together as an ignorant unappreciative group to get together with parents in order to share their mutual concern.

As a teacher I have experience of two junior schools in similar areas.

In the first, parents are welcome to the school and parents evening appointments with the headmistress are run well, and to my knowledge the staff and head are respected by the parents.

In the second school parents are not allowed to enter the school whenever they wish. A PTA exists here. I witnessed a number of incidents where parents made very unpleasant scenes, shouting and swearing at teachers in full view of the children, and one parent physically attacked a staff member. Parents were interrupted by parents wandering into the classroom. This school showed much less mutual respect between parents and staff.

It is worth remembering that teachers are trained professionals, and I see no reason why they should not be allowed to deal with the children who are left in their care as they think fit. Parents do not seem to feel the need to not together with their child's doctor or dentist in order to discuss how their professionals should do their job. Nor, incidentally, do teachers feel the need to visit the parents' "classroom" (the home) and interfere with the other side, which surely has an even greater effect on "their mutual concern".

MARY HORSFIELD,  
12a Alexandra Park Road,  
London, N10.

# Balancing the boarding intake

John Rao's excellent Personal Column article "Disadvantage to the dorms" (July 15) provides an unhappy but realistic statement of the provision of boarding education for these children who are it.

Children of parents who are divorced or divorced or parents who move home frequently or work abroad have an emotional handicap. They are unable to experience a full and settled family life for long periods at a time or at all. The obvious remedy is to provide them with this experience. One way is for these children to become a permanent part of another family, either by being fostered or going to live in family-run children's homes. This remedy is too severe for the children that we are considering here, since it means an almost complete break with their real family. What is required instead is a type of provision that enables the children to maintain close links with their parents but experience a family life as well.

Boarding schools can provide this, but not just by their mere existence. To make the most of the opportunity, the boarding house, this is not family life. Children with this

# A whole new ball game

I am a primary school sportsmaster and I must comment on the article by Gail Saunders (July 22), in which she is critical of primary school games lessons. I feel I have not considered the basic differences between secondary and primary schools, especially in games.

A secondary school is not affected by bad weather quite as much as a primary school since a gymnasium is normally available for indoor sports. Primary schools also have a lot of sports involving tackling and falling on the ground, or the use of expensive sticks which will, despite the introduction of skills, hit the ground more than anything else (except hands, fingers and shins) to begin with.

Gail Saunders needs to think more about the innate differences between primary and secondary schools and to do more research into the availability of equipment and staff for sports teaching before criticizing primary schools. I am sure I speak for my primary school colleagues when I ask for more money for equipment and more staff to use the equipment, and it is only then that we will be able to teach all sports as we would obviously prefer.

G. R. PENDERGAST,  
4 Newtown Road,  
Hove, Sussex.

# Why Tories back White Lion

I was interested to read Mr. Bill's letter on "White Lion's supporters" in your issue of 15th.

My answer to his question "Why do the Tories back it?" is: because we in the Conservative Party are not about to let the White Lion go. It is a good thing that we are not about to let the White Lion go. It is a good thing that we are not about to let the White Lion go. It is a good thing that we are not about to let the White Lion go.

# Kipling's message

Sir—How sad that Dorothy Kynan's report (July 22) on her six years' "evaluation" of school textbooks for racial bias should have been totally invalidated by her closing paragraph.

If she would exchange her monochrome monocle for multi-coloured bifocals and re-examine Kipling's "Recessional" she might discover that, despite his historically-outdated imperialist subject matter, his overriding message is to combat our own degeneration under the Almighty, whatever our circumstances—a hymn to the glory of the Lord God of Hosts, not to the glory of Britain's imperial past.

C. HASKELL,  
Team Leader,  
Wolverhampton Multi-Racial Education Service.

# Aim for the top, not pop

Sir—A teacher can only have the confidence and self-assurance to impose a certain discipline on a child if he has a basic concept which allows that it is good for him to be broadened in knowledge and wisdom. However, George Fitzgerald (July 8) places above this concept one that gives more importance to teaching people what they want (more probably think they want) to know and what they are likely to meet.

With particular reference to school music, and following on from these thoughts, Mr Fitzgerald advocates the consistent and open use of commercial popular music in the curriculum of generally low artistic merit. What a deplorable situation!

Most children can undoubtedly appreciate works of high quality given time and careful guidance.

Many children, too, are able to create their own works. They aim towards a high standard, one of artistic imagination and integrity. Mr Fitzgerald's own reference to visual art brings to mind the children's paintings we have all seen—paintings which are far superior to the mass-produced pictures of the child's comic-strip or the woman's magazine.

I should ask Mr Fitzgerald therefore to reconsider his values. Are we to impose breadth and fullness in our music teaching, or are we to allow a more limited and unadventurous approach? Are we to produce imitating and lively seekers of knowledge or frightened sleepy-heads, still tied to the apron strings of commercial popular music?

RACHEL GREENWOOD  
23 Clifton Park Road,  
Bristol.

# Literacy campaign: role of the BBC...

The article "Unreasonable Demands" by Jane Mace and Kate Harding (July 15) raises many important points. We are well aware of the difficulties experienced by workers in adult education, but feel that a positive, collaborative approach through all the existing agencies is the best way forward.

I hope that what follows will at least touch on the main issues and inaccuracies raised.

- The BBC Adult Literacy Campaign is not winding up. See Rosemary Hartill's article in the same issue of the TES. Plans up to the summer of 1978 have been announced and others are in the pipeline.
- Apart from a three-year research project being carried out by the BBC audience research department, we are associated with a DES-funded research project in collaboration with the National Institute of Adult Education, looking at broadcasting aspects of the scheme. We believe the BBC is not the appropriate body to research into the effectiveness of teaching on the ground.
- We have not, I think, over-emphasized the use and importance of volunteers; the type of tuition has always been at the discretion of local students and teachers. It is strange that the BBC singled out as the offender. With-lemis, Experience shows that if we wait until everyone is happy before going ahead, nothing happens. For a great many years to come we will be required to make the best of a bad job—or give up altogether.
- JOHN GAIN,  
Head of Further Education, Television, BBC.

# ... and what goes on at the grassroots

Sir—I am all for the social and political implications of adult literacy and other educational problems that have already been discussed. I can understand the concern of heavily pressed staff at the prospect of yet another BBC project encouraging more men and women to make additional demands on them. But in their concern to solve these issues, the writers of "Unreasonable Demands" appear to blame it all on the BBC and back up the argument with an extravagant and misleading appraisal of the national literacy scene.

First, whilst I am certainly not satisfied that sufficient attention is being given to adult literacy in every part of the country, it is a gross distortion of the facts to say, "There are precious few places in the time where an assurance could be given to adult literacy students that they will get a professional standard of teaching next year". Indeed, the evidence is that despite savage cuts in adult education, the majority of I.L.A.s have protected the adult literacy provision and show every intention of continuing to do so. There is certainly a grave disparity between one such area and another in the amount of adult literacy, but in no case is literacy tuition "totally dependent" on the assigned staff appointed by the Agency. (The Agency does use "arm-chair" I.L.A.s to provide the professional support given to them. There is no doubt that the level and extent of this support is not as good as it should be in every area and that many practitioners are doing more than they are paid for. It is a gross exaggeration, however, to say "the employment of voluntary labour requires an enormous investment of paid labour to make it even marginally effective". This statement comes oddly from one who has written, in a recent issue of "Literacy", an article which has shown this to be untrue.

The volunteer force in adult literacy throughout the country stands at well over the 40,000 of last year with ample evidence that the majority are more than staying the course. Moreover, evaluations by individual literacy schemes have shown that, where volunteers are used, there has been a significant increase in the number of students who have been adequately supported. A volunteer tutor is not a teacher. He or she is a sympathetic adult helper, with professional support, and is not expected to acquire strategies of learning. The writers do a grave disservice to tens of thousands of volunteers who have helped change the adult literacy scene dramatically in the past two years.

I would be the first to praise the initiative of Cambridge House in adult literacy, but to suggest that it has become the prototype for the present pattern is to ignore the many changes, refinements and varieties of approach which the entry of I.L.A.s into adult literacy has brought about.

Finally, what is this "BBC model" to which several references are made in the article? The BBC has made a valuable contribution to making the problem of adult literacy better known and understood. It has done so in close consultation with I.L.A.s, voluntary groups and individuals in the field not just in the early stages but throughout the whole operation. If model there is, it is that devised by individual I.L.A.s and voluntary organizations.

W. A. DUBREUX,  
Director,  
Adult Literacy Resource Agency.

# Patriotism is quite enough

At the age of six Russian children are taught to sing 'We all love Lenin'. But how effective is this kind of socialisation in the long term? E. Scott Votey reflects on a recent visit to Russia

In the Soviet Union socialization is a deliberate and conscious process. It is based on Communist Party (Marxist-Leninist) ideology, and is a function of the monolithic state system. In the west we would call this political socialization.

In the Soviet Union, however, it is believed that to try to separate political behaviour from any other kind is not only impossible, but also, according to Lenin, "a lie and a hypocrisy". Socialization is generally referred to as "vospitaniye", meaning "upbringing".

The main agent for upbringing is the school. Upbringing is so closely tied to the educational process that it is almost impossible to separate the two. Satisfactory performance in the classroom includes not only what we would refer to as "subject matter", but also proper political (moral) behaviour.

Just as there are established methods for teaching reading, writing, and arithmetic, so there is a formula for inculcating the proper political behaviour. It became apparent to me—as I observed classes, talked with teachers, students, and parents, and read textbooks and articles by Soviet educators—that the Soviets teach this behaviour in much the same way as they teach reading, writing, and arithmetic. It is "down-staircase" to the children. In the school for young children, the school is called a "yash" or nursery school, and takes children until they are three. They can then enter a "datski sad", or kindergarten, until they enrol in the first grade.

Moral education is a major concern in pre-school, with teachers and upbringing concentrating on developing a love of land and people, sympathy for others, proper behaviour, respect for work, and a desire to contribute to the community. The teacher's manual for nurseries and kindergartens directs the upbringing to teach two and three-year-olds to recognize portraits and illustrations of Lenin.

At the same time the upbringing is supposed to arouse feelings of love and respect for him. The adults read stories and poems and the children sing songs about Lenin. Field trips are taken to Lenin monuments.

Once the children enter the first grade

there seems to be little change in the style of political socialization. The following is from a Soviet educational article.

"The bases of true patriotism are laid down by the Soviet school starting in the first grade, using concepts that are accessible and close to the children, e.g., love for one's village and city, love for the motherland and for all the people that inhabit it."

Primers and readers for the first three grades are very important. Favourite themes include Lenin, the Motherland, the Revolution, and the Soviet Army. Lenin is central to the socialization process. Everything vital to today's political, social and economic life is depicted as stemming from him—the Revolution, the Communist Party, the Soviet Army, the Marxist-Leninist ideology for which the people live and work.

Before receiving heavy doses of political ideology and propaganda, however, the young children are taught to love Lenin as a person. He is presented to them as "grandfather Lenin"—a benevolent, wise protector. The following is from a first grade primer (Bukvar).

"Vladimir Ilych Lenin gave all his strength to the struggle for the people's happiness. Lenin created the Communist Party. The party conquers Lenin's business. It leads our people to a bright happy life."

"Lenin was always concerned about children. Therefore the Octobrists are called Lenin's grandchildren."

This "concern about children" of Lenin is emphasized. This is from a second grade language book.

"Vladimir Ilych Lenin loved children very much and looked after them. In spite of important government matters, he always found time to stay with children and talk with them."

The Soviets are fond of encouraging children to follow the example of models put before them. The following is a song, called *We All Love Lenin*, from a first grade music book.

In big letters  
On the silk banners  
We will write the name  
That is better than any other  
(Refrain)  
We all know Lenin  
We all love Lenin  
We want to grow up like him

All children  
Call Lenin grandfather  
They recognize him  
Immediately on any portrait

He was the very first  
Friend of the Octobrists  
And in all ways he serves  
As an example for children

Although history is not formally introduced into the curriculum until the fourth grade, the children are given a general (and generalized) idea about life before the revolution, and the reasons why a revolution was necessary. This is a poem from a second grade language book under the title "How the Workers and Peasants Lived Before the October Revolution".

Once upon a time many years ago,  
The country was ruled by a tsar.  
And not all children  
Had copy books and primers.

The children who got an education were  
The sprigs of the merchants and nobles,  
Few went to school who were children  
Of workers and peasants.

On the following two pages of the book, under the title "The Great October Socialist Revolution", are pictures of a revolution including Lenin, the battleship Aurora, and workers storming the Winter Palace.

Teachers are concerned with how to best present one point of view—that of the Communist Party. In so doing history is often badly distorted, not usually by lies but through omission. A Soviet history of the Second World War makes it appear that the "Motherland" defeated the Nazis almost singlehandedly.

Current events are used in Soviet schools to underline already established concepts. In 1970 a "current event" was the 100th birthday of Lenin, and throughout the year there was much discussion—but no debate—about his life and work.

Questioned about the most important current event of 1976, one Novgorod teacher replied that it was the twenty-fifth Congress of the Communist Party.

Other current events might include the Soviet accomplishments in space (the flight of Yuri Gagarin and the Apollo-Soyuz mission) were both important events for the newspapers and the schools, industry or agriculture.

That the children absorb all of this is evident. Children, ranging in age from six to 14, were almost always able to tell me who Lenin was (the most common answer was "vozhd"—the leader), and the older ones were able to tell me why he was important. Parents told me that their young children came home with stories about "grandfather Lenin", the revolution, and knew that capitalism was somehow evil.

A display of children's art work which I happened upon in a Moscow museum included many dealing with events leading up to the 1917 Revolution. The following titles were to be found: "A Meeting in the Mine Pit" (by a four-year-old); "Demonstration" (five-year-old); "Decembrist Revolt on Senate Square" (5); "Movement of the Moscow

Weavers" (5); "Arrival of a Decembrist in Exile" (5); "At the Barricade" ("Secret Meeting" (7); "Barricade Potemkin" (8); "In Siberia, The 25 of an Exiled Decembrist" (9); "The Mine Pit" (10).

A Soviet educational article tells the following story, as an example of the young behaviour in a child. It seems a very Pioneer at summer camp was "flag duty" when her mother came unexpectedly for a visit. She sent a message to her mother: "I am on guard and the change will come in two hours, please don't feel hurt and wait, or come tomorrow."

On one of my two visits to the Soviet Union I met a 19-year-old member of the Komsomol (a Communist Party organization for 15 to 29-year-olds), a student in an electronics communications institute. He received a monthly stipend of 4 roubles (about £32 for being a student at an institution of higher education. His entire stipend went towards the purchase of Western rock albums on the black market.

The average price for each album that he had was 40 roubles, and one double album (by the Beatles) cost him 80 roubles. "Look," he said, holding up his album, "this cost me two months of studying." Unlike most students, who need all or part of their stipends to live on, he lived at home with his parents and so was able to spend his money as he wished.

When asked about the seeming contradiction between this behaviour and his membership in the Komsomol he replied that he, like most of his friends, belongs to the organization, but pays little or nothing for it. This is how he pays his dues for being able to live as he wishes.

Those behaviour patterns are common among that of the young Pioneer girl may be extreme. While it is difficult to find widespread adherence to, and enthusiastic support for, official behaviour norms among schoolchildren, it is just as common to find widespread apathy among young adults.

That there is ideological and political apathy among today's youth is not questioned by anyone—even party leaders. The real question is how widespread is the apathy.

According to party leader Brezhnev: "It would be an unforgivable mistake to note that we also have some young people here—whose number is negligible—who have no life experience or sufficient theoretical training; they are therefore politically lazy and lackadaisical and, I would say, utterly thoughtless in their attitude towards life."

Brezhnev is accurate in describing these citizens as "politically lazy and lackadaisical".

but he is wrong in saying the number of these politically apathetic people is "negligible". A 32-year-old engineer told me that the only ones who believed in the party propaganda were the "nachalstva" (the "big cheeses"), and those immediately under the "nachalstva" on the pecking order, who had to believe (or at least pretend to believe) for practical reasons.

Visitors soon learn that those who deal on the black market (mostly young males) are everywhere trying to buy books, records, and clothes (particularly jeans) for tourists.

It would be a mistake to think of these apathetic citizens in the same vein as the so-called "dissidents" so popular in the western press. These people, it seems, are even more politically active than those who adhere to the party line. There are a small percentage of politically active people at both ends of the spectrum—the dissidents and the party-lineers—and, in the middle, a great mass of the politically apathetic.

This mass has been compared to the "superfluities man" of nineteenth-century Russian history and literature. According to a well-known dissident, Andrei Sinyavsky, this "superfluities man" is much more dangerous to the system than a revolutionary, because he is "a creature of different psychological dimensions, inaccessible to computation and regimentation. He is neither for the purpose nor against the purpose—he is outside the purpose."

What agents are at work to create these new "psychological dimensions"? There are six major factors which seem significantly to counterbalance the political socialization which occurs in the school.

First, for the Soviet system of "upbringing" to work, the family as a socializing agent must either be reduced to relative insignificance, or cooperate with the educational establishment. Neither has happened. I spoke with more than one parent of young children who was greatly disturbed by the political propaganda the children were taught at such a tender age.

Many are old enough to remember instances when the party said one thing one day, and something quite different the next (de-Stalinization, for instance). Most of those who were disturbed by what was being taught their children implied that they saw themselves as a counter-balance. My engineer friend said that, although the school has a great impact on the youngest children, the family becomes more important as they grow older, and eventually most of them resolve this conflict of ideas by learning to think for themselves.

Second, Soviet citizens have so much propaganda thrown at them, they simply "turn-off". Ironically, whenever it appears to Soviet leaders that the socialization campaign is not succeeding, their first response is to increase the sloganizing on posters and billboards, in newspapers and speeches. This may positively stimulate those who were active party supporters to begin with, negatively stimulate those who were actively working against the party, and further "turn-off" those

for whom the propaganda was intended—the apathetic.

Third, in any totalitarian society where the state assumes responsibility for actions otherwise delegated to its citizens, there is the danger that the people will feel as if they are being treated like children. In the Soviet Union this feeling is compounded by the simplistic nature of the propaganda, which changes very little as a person matures from childhood to adolescence to young adulthood to adulthood. A good example of this was a list of "Good Rules" which I saw hanging in a tenth grade classroom in Leningrad.

Don't get up late.  
Don't forget to do your morning exercise every day.

Don't forget to wash your face, hands and neck.  
Clean your teeth in the morning.  
Wash quickly and dress quickly.  
Make your bed yourself.

Be tidy.  
Don't be dirty.  
Wash your hands before dinner.  
Don't be lazy and always help your parents.

Be polite.  
The propaganda does not become much more sophisticated as the subjects age. Posters aimed at factory workers, for instance, implore them to work diligently, be clean and neat in appearance, be on time and not drink on the job or arrive at work drunk. Parents are told how to best raise their children, teachers are

artist, writers and musicians are told provided with explicit lesson plans, how to define art, and so on.

Fourth, the traditional symbols used to espouse patriotism have an illusory quality for today's Soviet youth. These young people are far removed from both the revolution and the "Great Patriotic War". The Soviet leaders have attempted to find alternative rallying points. They got a lot of "mileage" out of the cold war, but détente has made this crisis obsolete.

The Vietnam War is over; nuclear arms protect the Soviet Union and her Eastern European allies from invasion; the prospect of nuclear war has lessened. In short, life is tranquil in the Soviet Union.

Soviet achievements in outer space received (and still receive) much publicity. However, in recent years there have been more disappointments than successes. Even the Apollo-Soyuz mission was achieved only with the cooperation of the United States.

During my 1976 visit the rallying point most visible, apart from the traditional ones, was the twenty-fifth congress of the Communist Party of the Soviet Union. The "words of wisdom" and slogans ("The decision of the party is the will of the people" was the chief one used) which came out of this meeting had been heard before, and will be heard again.

Fifth, the Soviet government has opened its doors to foreigners in the past 15 years. Along with additional currency come additional ideas. Yet the

party is still attempting political socialization based on a single set of values or rules of behaviour. Young people, therefore, learn to deal with ideas, opinions and information which often conflict. One of the most common ways of dealing with the confusion and frustration is simply to "drop out".

Lastly, the totality of the Soviet system often works against itself. Ideology and policies are sometimes proved wrong, and the system is forced to contradict itself. In 1958 Khrushchev suddenly announced that the man who Soviet citizens had been taught to worship was a murderer. The memory of a man who, for many millions, was a god-like hero was suddenly thrown into the gutter. The emotional impact must have been tremendous.

The fact that Soviet citizens may see, hear and think in one direction while the system is pointing them in another tends to create a real conflict. The postwar generation knows that the system is here to stay and that it is silly to try to change it. At the same time they do not feel that this is reasonable enough to give in and devote themselves body and soul to the party.

Instead, they often choose to pay enough lip-service to the system to survive comfortably, while at the same time their inner beings have really "dropped out".

This article is based on a thesis prepared while the author was at Dartmouth College, New Hampshire.



Left: A poster of the Pioneer movement, showing a boy betraying his classmate in the service of truth. Right: Russian children get a glimpse of some contemporary books for British children.

## Can the centres hold?

David Self looks at the future prospects for teachers' centres

"The teachers' centre? That's where the primary school teachers go at four o'clock, isn't it? For tea and biscuits, and to play with Glyd and cardboard?"

as threatened economic strutures turn into reality. In practice, it seems the real threat to their continued existence is not so much an external financial one as an internal loss of confidence and sense of direction.

Though they may look like an easy target, and though councillors may be tempted to feel the closure of a local centre would be a quick and relatively quiet way of saving upwards of £10,000 a year, this would rarely be the case in practice. Frequently the centre is housed in buildings which the centre would continue to maintain; and usually the experienced teacher who acts as leader or warden would be given another post with that authority. All that would be saved would be the cost of part-time secretarial help (where it survives), overtime for the caretaker, and an expenditure allowance which might be in the region of £500 a year.

Little is therefore saved by closing a centre, and this financial year will see the demise of only 14. Another 17 will change from being "full-time" to "part-time" (with corresponding cuts in the hours worked by the staff), and some part-time centres will be closed in Wales. But this is hardly more than a few days' notice, and following local government reorganiza-

tion. But even if the future of the centres is relatively secure financially, they still feel vulnerable. They may be inclined to attribute this feeling to the economic climate, because it is always comforting to blame external factors. The true cause, though, is that the centres are now being forced to reassess their role, and to question whether they are any longer necessary.

It was largely Schools Councils, which Paper No 10 (published in 1967) which led to the growth of the centres. Teachers from different schools had been meeting with increasing frequency to discuss such matters as local CSE syllabuses, Nuffield Science and French projects; the working paper (concerned basically with curriculum development) spelled out the need for close collaboration between teachers in this matter.

"It may be some time before the needs of teachers of the availability of funds to local education authorities to think in terms other than encouraging the coming together of teachers in existing school buildings." As it turned out, it was surprisingly soon after that that special teaching centres were set up in various parts of the country. Some have housed in colleges

of further education or purpose-built comprehensive, others exist in concrete huts or disused, downtown primary schools. Many start up around in Victorian mansions: meetings in the drawing room, the parlour, the scullery. All provide a neutral meeting-place for teachers to discuss their craft, and to explore their own developments in the curriculum, or in their paper, envisaged.

Some of the centres have become something of an underground publishing centre, with their super-enthusiastic facilities, has produced many workbooks, tapes, slide portfolios, workbooks and kits for local schools. Some Inner London and other urban centres are concerned exclusively with one subject. In Hereford, the centres are a base for the advisory service in Bedford, St Helens and Tyne-mouth (a random selection) there are thriving in-service courses.

In rural areas, and in towns without bookshops, they act as a shop-window for educational publishers, and keep teachers informed about new publications, and audio-visual aids. Many serve as libraries and resource centres, lending anything from a set of duplicated poems to tape recordings, from illegally photostated copyright material, to 16mm films, many

of their best, they provide an invaluable source of inspiration, enthusiasm and support for those teachers who care or disused, downtown primary schools. Many start up around in Victorian mansions: meetings in the drawing room, the parlour, the scullery. All provide a neutral meeting-place for teachers to discuss their craft, and to explore their own developments in the curriculum, or in their paper, envisaged.

While an audience for a visiting speaker in one centre may number 50 or 60 (with one or two to attend as a personal favour), in another centre the warden may have a more similar meeting. The success of a centre does depend largely on the warden: he or she must have an impeccable memory for names, requests and requests; the enthusiasm of a Butlins' holiday on a wet day; and a readiness to make all social life during term time.

Even then, local conditions may conspire against the warden. For example, the secondary science teachers may ignore the centre, because it lacks, say, laboratory facilities that compare with those in individual schools. Centres tend to be patronized mainly by primary school teachers, for various reasons: Few primary schools can offer such facilities to rival those available at a centre. Infant and junior teachers also often lack the support of col-

leagues with similar interests (be it in religious education, science or language development), and so visit the centre to share problems and ideas—which secondary teachers are able to do within their departments.

Another reason is that the warden themselves are often former primary school teachers. Becoming a warden is one of the few ways in which such a teacher can reach Scale 4 or higher: secondary teachers can gain similar promotion without leaving their schools.

The centres have been largely successful in establishing themselves as places where the curriculum may be discussed and developed; as places of in-service training where ideas can be found and materials made; and as resource centres. If such centres seem likely to survive, the II economic axe — it makes sense to pool resources centrally in times such as these—what then can threaten them?

The attack is twofold. First, the changes in the educational climate, and the increasingly widespread feeling that enough new ideas are enough (at least for a while), remove the need for special centres of curriculum development. Second, the centres have new rivals in the provision of in-service training. After a period in which many colleges of edu-

cation have shown little interest in in-service courses, these institutions now find themselves under pressure to devote 20 per cent of their resources to such an end, and are eager to comply to justify their existence.

The fact that the centres are much better placed geographically to fulfil this task, and that (in the eyes of many teachers) the centres have a credibility that the colleges lack, may not be enough to ensure their survival. Bureaucratically speaking, it may be more important to ensure that all the educational plant tied up in the colleges is fully used, rather than maintaining your friendly neighbourhood centre.

Many warden are worried about the future of their centres. They are right to be. With their original role likely to disappear, and a strong rival poised to usurp their second main function, there is every likelihood of their becoming, at best, resource libraries and duplicating agencies.

That would be a pity. It would also be a profligate waste of expertise, facilities and potential. However, if the centres are to survive, it is vital they should continue to believe in their own importance, yet be ready to move in new directions. After 10 years of leading the schools, they must

now show they can serve in a more humble capacity. The provision of cheap resources to teach the basic mathematical processes may not be as glamorous as a multi-media approach to the environment. It is still necessary—perhaps more than ever.

It is equally important that centres find a way (if they have not already done so) of cooperating with the advisory service to develop a systematic programme of training courses. There are still warden who resent the visits of advisers to their centres. As long as this attitude lasts, the centres will not be seen as effective rivals to the in-service courses colleges might offer. Where there is an integration of the advisory services (or even of a local inspectorate) with a network of local teachers' centres, then there is the framework for a relevant and democratic system of in-service training, based on actual teaching.

Service stations are generally ignoble, functional places. As best they are respected for being necessary havens. Teachers' centres were once in the forefront of educational development: it would be a pity if they were to disappear because they refused to accept a more mundane and less innovative role as educational service stations.



# Best words, best order

Brian Alderson reviews some facsimile poetry editions

An Elegy Written in a Country Church Yard. By Thomas Gray. The Bodley Head. Facsimile edition by Alastair Macdonald. The Scolar Press £6.25, 85967 311 1.

The Salisbury Plain Poems of William Wordsworth. Edited by Stephen Gill. The Harvester Press £10.00, 85527 029 2.

The Prelude, 1798-1799 by William Wordsworth. Edited by Stephen Parrish. The Harvester Press £12.50, 85527 169 8.

"The best words in the best order", said Coleridge of poetry; but anyone who has composed a poem on the back of an envelope, put it in his pocket, taken it out for revision on the top of a 73 bus, and then left it in a trunk for his heirs to contemplate will be aware of how difficult it is to decide how the best is arrived at. And anyone with more than a casual interest in reading other people's poems will sooner or later know it. Around such decisions and how important it is to know something of the process by which manuscripts are transformed into printed texts. Against such an inquiry the use of photographic reproduction is a means both to clarify editorial methods and to bring the reader into living contact with the poet as composer.

The Scolar edition of Gray's *Elegy* is an exemplary demonstration of this procedure. The core of the book is a two-leaf facsimile of the manuscript of the poem, as exact as the printer could get it—folds, blot, brown ink, and all. This is the earliest surviving manuscript and the one which best shows Gray working towards the poem as we know it. Around the facsimile there is set on one side a detailed explanatory intro-

duction by Alastair Macdonald, with a typographic transcript of the manuscript, and on the other a photographic reprint of the first edition "printed for R. Dodsley in Pall-mall; and sold by M. Cooper in Peter-noster-row, 1751".

From all this, Gray can be seen trying to perfect the phrasing of his poem "hourly" spreading "as" "adding" "Beetle", or, on a larger scale, working at the sequence of his thoughts (note especially four stanzas leading to a rejected conclusion, followed by a fairly heavily worked extended cadence). Thus, with Alastair Macdonald's "Thus, with Alastair Macdonald's" the modern reader is able to see one of the most famous poems in English literature gradually taking shape. This not only leads to a fuller understanding of the poem, but also directs attention anew to Gray himself, that positive, self-critical scholar, poised between Classic and Romantic.

By taking a simple and, textually speaking, not too forbidding poem as the basis for their book, the Scolar Press set themselves a task which ensures the possibility of a well-rounded conclusion. When one turns, though, to the first two volumes of "The Cornhill Wordsworths" (distributed in England by Harvester) one sees with horrified wonder the lengths to which editorial work on manuscripts must be carried if it is to illuminate the growth of a (single-headed Romantic) poet's mind "through a range of poems or attempted poems."

The *Salisbury Plain Poems* and the *1798-99 Prelude* are volumes which tackle immensely complex questions relating to the writing and the previous editing of early Wordsworth to those late, lamented scholars John Finch and George Sturt. In a sense, though, one would have liked to see coupled here (as in the Princeton Coleridge) a salute in the direction of the great editors of previous generations who laboured with such individual prowess. For what Cornell have shown us is not only that Wordsworth must not be scooped by teams with drilling equipment and oxygen masks, but that those who attempted him in the old days with two pairs of socks and a balacava helmet none the less did wonders.

## Spirit of India

R. W. Noble

Modern Indian Short Stories. Edited by Suresh Kohli. Heinemann £2.50, 435 99020 9.

Modern Indian Poetry. Edited by Pritish Nandy. Heinemann £2.50, 435 99019 5.

In *Modern Indian Short Stories* and *Modern Indian Poetry*, Suresh Kohli and Pritish Nandy have selected various post-independence Indian authors' works that have been composed in or translated into English. Nandy's editors' introduction promises "a new mind-blowing experience" which will "shatter the fake, unreal, middle-generation concern for the accomplishments of the West".

The sensitivity and craftsmanship of several authors in these volumes confuse this internationally fashionable post-Ginsberg posturing. For instance, Ka Nan Subramanyam's short story "The Debut" (translated from Tamil by the author), delicately evokes the first performance of a young girl who is learning the now-responsible dance arts of the *Odissi* ("God's saving grace").

A few of these contemporary authors also comment astutely on the perversion of our Western relationship with India. In "Hindi" Chandrakant Bakhshi recounts, with macabre humour, how a sharp young Bengali entrepreneur, comes to a respectable Hindu high-priest to sell his funeral corpse's hair, which will be used to make ladies' wigs for export.

The selections in *Modern Indian Poetry* tend more often towards political hectoring or sexual fantasizing. A few poems communicate specifically realized feelings and perceptions, however, as in G. Sanjaya Kurup's "The Master Carpenter" (translated from Malayalam by K. M. George and A. K. Ramanaujan).

Some of the most memorable verse is by the editor, Pritish

Nandy, whose poem in English, "Bright Times the Black Flower Sun" (he there employs the archaic past tense), transmutes into a highly individualized personal vision the horrifying destructiveness of his beloved Calcutta and Saurashtra.

each time the black flower sang he roste and glaucous walked the captured land was his and the silenced that could no longer speak and fury that had bartered him to paradise.

Such a metaphorical appropriation, which is basic to almost all poetry, still animates Indian village culture with its multiple analogies between spiritual desires, emotional preoccupations, and physical actions.

This habit of mind also informs some of the fiction in *Modern Indian Short Stories*, most notably Amitav Ghosh's "Depth of a City" (translated from Punjabi by Suresh Kohli). Pritish's story is an elaborate but coherent metaphor, identifying the lava-encapsulated city of Pompeii with her narrator-heroine, whose gestures of sexual freedom deny her emotional state. In "The Survivor" Arun Joshi, through the Hollywood-influenced English fiction of his Bombay protagonist, creates an ironically comic and visionary of a similar personal state: "I mean all that I asked for was a bit of love, a pinch of that good old love which demure little Hindu women used to give me once upon a time in place in epics and stuff. And all I ever got was bloody-minded nagging as though I was just one God-damned engine for manufacturing misery."

Our distance from the conflicts and fusions of modern Indian life is bridged by art in this and several other contributions to these two anthologies.

## Paperbacks

### Brief lives

R. D. Bedford

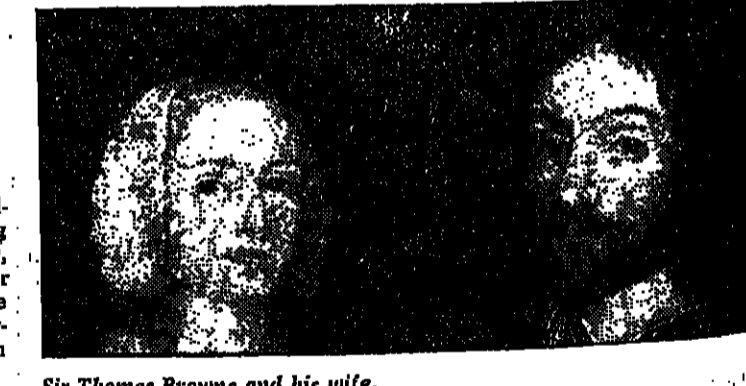
It is an unusual pleasure to welcome three particularly rewarding literary paperbacks this summer, two of them reprints of hardcover books published in 1975 and one a new addition to the rapidly growing collection of Penguin English Library texts.

The new book is C. A. Patrides's edition of Sir Thomas Browne: *The Major Prose Works* (Penguin £2.00, 14 043 109 8) providing the complete text of five of Browne's works (*Religio Medici*, *Hydriotaphia, The Garden of Cyrus*, *A Letter to a Friend*, and *Christian Morals*), 33 chapters from the huge *Pseudodoxia Epidemica*, together with the titles of omitted chapters in order to suggest its continuity, the whole book framed by a nicely judged introduction by Professor Patrides and Dr. Johnson's *Life of Sir Thomas Browne* (1758). The notes (which are admirably restrained) consider the multifarious learning of both author and editor, and are very judiciously placed at the foot of each page.

The volume, at over 550 pages, is both extremely good value in itself and especially welcome since so much of Browne's writing has not before been collected in so portable, readable and cheap a form. It is, I suppose, in direct competition with R. H. A. Robinson's Oxford paperback (which includes *Religio Medici*, *Hydriotaphia*, and *The Garden of Cyrus* only), for prospective readers of a scholarly, well-annotated and comprehensive edition of Browne, Patrides's volume cannot be bettered. Patrides, with a characteristic thoroughness which must give most publishers the shivers, has managed to include a useful dictionary of names and a very detailed and extensive bibliography which forms a not insignificant part of the book's value.

Duckworth's have re-issued Dr Michael Hunter's *John Aubrey and the Realm of Learning* as a paperback (and do not be put off by the copy's initiative label "Paperback") (£3.50, 4458 1858 8). Hunter's study of Aubrey and his voluminous writings and his charmingly detailed and lively literary relationship with the late seventeenth century, is packed with lively quotation, incident and anecdote—in its very style almost a reflection of its subject's own vigour and geniality. It is also rich in insights and information to a proper appreciation of Aubrey (as Hunter persuades us, an appreciation long overdue) but also to our understanding of the heroically energetic intellectual life of the age in which he lived.

It is appropriate that in Jubilee year, when we are celebrating the centenary of the *Imperial Theme* in



Sir Thomas Browne and his wife.

the sixteenth century (Penguin £2.50, 14 055 128 X) should be available in a form that will be Elizabethans no excuse for not having it on their bookshelves. The book grew from many years of essays written over a century for an earlier edition of *Queen Elizabeth* by Astraea" goes back to 1940s) and is made up of four volumes: "Charles V and the 'Empire Reform'"; "The 'Empire Reform'"; "The 'Empire Reform'"; and "The 'Empire Reform'". It is also liberally illustrated.

The appearance two years ago of *John Aubrey*, the distinguished Renaissance studies, characterized by superb scholarship, and Dr Yvette Kesteven's special blend of erudition and imagination. The book's theme is the symbolism and imagery of the early rule which surrounded the sixteenth century, the Renaissance renewal of a Constantinian period, and the involvement of such figures as the Earl of Arundell and the counter-reformation. It is a book whose subtlety of argument and richness of detail reveals the sumptuous, clochoppy, and adequate.

## 14 Books/Literature

### Do not go gentle

Shirley Toulson on Dylan Thomas

Dylan Thomas. By Paul Ferris. Hodder and Stoughton £7.50, 340 19564 9.

My Friend Dylan Thomas. By Daniel Jones. Faber £6.00, 460 04314 5.

Inside the Feltos. By Derek Stanford. Sidgwick and Jackson £6.95, 283 98215 2.

"Roses plural or Rose's roses with an apostrophe?" As Paul Ferris reports it, this question was the last coherent thing that Dylan Thomas spoke before he lapsed into his final coma. The question came in response to a bedside conversation, in which his friend, the poet John Betjeman, was telling a fellow watcher about a friend of hers who saw white mice and roses during an attack of delirium tremens.

This incident is significant of the whole Thomas cult and paradox. As a poet he was a serious person, from whose constant obsessions with the ordering of language and its shifts of meaning the world is richer by a handful of beautiful and difficult poems, that will last as long as English does. In his craft or sullen art, he was as meticulous in his arrangement of words and counting of syllables as any Welsh bard struggling with a penitence. Yet in his public life, when he acted out the romantic image of the poet, he was chaotic and irresponsible to the point of melodrama. Sady his reputation is temporarily clouded because it is always easier to read scandalous stories about his life than to struggle with the poems.

To Paul Ferris's credit he neither capitulates to the legend nor escapes into an academic study of the verse. This is a sympathetic account of the price that Thomas paid for his determined dedication to his art. On a more general level, it is also a useful reminder of an important watershed in English verse. In 1934, when Dylan Thomas's

18 *Poems* were published, T. Eliot was considered to be a "minor critic and a minor poet" and Georgians were still the literary elite.

The composer, Daniel Jones, was at school with Dylan Thomas and who remained his close lifelong friend, is naturally in a position to give a much more accurate account of the poet's life. A book emerges from this that Mr Jones plays down the "clown of the Soho drinking bar" and shows us instead how the verses grew out of a much more serious, if not not exclusive, boisterous fun with words. A lifelong delight started in words in Mr Jones's parents' home in Warrley, where the boys used to play the piano and sing under the name of Walter. From there he went on to the manufacturing, preparation, and characterisation of fabrics, both natural and man-made and explains the methods of making fibres into fabrics, such as woven methods, lace-making and knitting.

The author succeeds in covering the scientific and practical aspects of the student of needlework and dressmaking in such a way as to make the subject come alive and full of further considerations. A wealth of factual data, based on visits and flow charts based on up-to-date information from well-known industries is included together with excellent micro-photographs of different fabrics.

The text is well supported by diagrams and line drawings (they could, perhaps, be a little larger in size) and a very good index. An economic school edition is available.

Valerie Cock's second metric edition of *Dressmaking Simplified* is a well illustrated and clearly written book on the basic skills of dressmaking. The author's aim was clearly to make the text as uncluttered as possible and to extract from a vast subject the

# Belts, buttons and bows

Helca Stanley

Fabrics for Needlework. By Rosalite P. Giles. Methuen Educational £2.00, 423 19580 9. £1.85, 423 89870 1.

Dressmaking Simplified. By Valerie Cock. Harmondsworth Educational/Ginn £1.95, 347 12794 9.

Pattern Adaptations. By Gaby Lechl and Kitty Taylor. Faber Publications £3.50, 901 2622 5.

The Batsford Book of Sewing. Edited by Ann Ladbury. Batsford £2.50, 7134 0199 0.

Fabrics for Needlework is the fourth and metric edition of a well-established book describing fabrics for needlework. It deals in detail with the manufacturing, preparation, and characterisation of fabrics, both natural and man-made and explains the methods of making fibres into fabrics, such as woven methods, lace-making and knitting.

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essential theoretical knowledge, skills and dressmaking processes which a dressmaker must know in order to make simple garments—and she has succeeded admirably.

The book is supposed to be particularly suitable for use in preparation for CSE and GCE O level examinations. This may well be so, because of its simplified and selective nature it would have been helpful to know whether the author intended the book to be used in conjunction with classroom teaching or on its own.

The book is useful for revising processes previously covered in greater detail in a course of needlework and dress. With the help of clear, large line drawings, information is given on equipment, fabrics and fibres, personal appearance, tailoring measurements, pattern alterations and the construction of a pattern, followed by all the important processes for seams, openings, pockets, collars, decorative finishes such as smocking, pleats and lace. A chapter on care and maintenance of clothes and measurement conversion tables completes this useful book.

A great number of books have been written about pattern making. The authors of *Pattern Adaptations* make it clear that theirs is not just another book to teach you pattern making; its purpose is to show you how basic block patterns can be adapted to produce different styles. It is further stated that the book is intended for the moderately experienced dressmaker who resents spending money on a new pattern each time she wishes to make a dress of a different style.

The authors are fully aware that the writers of this well-produced book are experts in their field and good teachers of the subject. The plan is good; adaptations and basic cover are: belts, buttons and buttonholes, collars and cuffs, darts, fabric, facings, fitting, bustiers, hems, lining, machine stitching, patterns, pleats, pockets, sleeves, tucks, waistbands, zip-fasteners, size and figure charts.

pieces is given by means of briefly explained diagrams.

The writers' task is ambitious; they must see the subject, about which they know so much, with the eye of the novice in pattern adaptation even if the is moderately experienced in dressmaking. Too much basic knowledge is assumed. For a dressmaker to work on her own without help from a teacher, instructions are insufficient and more actual measurements and labelling of pattern pieces. Though the book should have been provided.

If it is used in conjunction with class tuition in a college or adult institute however, this will be a valuable book and should achieve excellent results.

The *Batsford Book of Sewing* is written in an easy-to-follow style. The diagrams, which are drawn from imperial units. By arranging the subject in alphabetical order a great deal is covered, but this arrangement, together with the recommendation of one particular firm's sewing and embroidery threads, gives the book a somewhat commercial appearance. For learners it is important to establish basic principles applicable to a variety of instances during their work and to be guided step by step through successive stages based on educational considerations. From this point of view a progressive plan of contents in the accepted manner would have been more desirable than an arrangement according to alphabet.

However, used as an encyclopedia the book is excellent. Processes, based on practical experience, are clearly described and illustrated by good line drawings, often in colour, and photographs; and reasons for their choice are given. Among the many subjects covered are: belts, buttons and buttonholes, collars and cuffs, darts, fabric, facings, fitting, bustiers, hems, lining, machine stitching, patterns, pleats, pockets, sleeves, tucks, waistbands, zip-fasteners, size and figure charts.

## 15 Books/Children's Literature/Home Economics

### Glittering prizewinners

Mary Hoffman

Children's Books of the Year 76. By Elaine Moss. Hamish Hamilton £2.00, 241 89620 7.

To put the choice of the 300 best children's books in the hands of the same person each year is a practice that alarms some and soothes others. For others, again, it will be reassuring to see that Elaine Moss has, for the seventh year running, made her unimpaired selection from over 2,000 books published for children in the last year. She doesn't list her criteria, any more than any other critic does, being content to demonstrate them in her choice and comments, but regular visitors to her annual exhibition in the National Book Centre and regular readers of this catalogue have a fair idea of Mrs. Moss's own preferences. This is, after all, what one asks of a reviewer—an individual recognizable flavour, which finds the mean between unshareable idiosyncrasy and committee-reached consensus.

As in previous years, her introduction is dominated by publishing economics, joined this time by the bogey of the short print run. Mrs. Moss's fears that sales departments will "begin to dictate" to editors are modestly phrased, but the books she has chosen show in sharp contrast to the usual offerings. There is a puzzling remark about reviewers not having the right to dictate to publishers on racism and sexism in the books they produce. But the *Non-sexist Code of Practice for Book Publishers* was drawn up in the industry by women working in the industry as were the Scott Foresman and McGraw-Hill Guidelines in the United States. Elaine Moss's belief in the organic growth and change of language is quite reasonable, but the challenge to linguistic habits from feminists and others is less of a threat than the "unthink" of popular jargons.

Once past the introduction and into the books, the reader may still

want to argue with some inclusions. Nigel Grimsbury's *The Wildkippers* (Faber) is highly praised and compared with Alan Garner's *Eldor*, yet it seemed to me a flimsy and unsustained fantasy. There are omissions to be regretted, too. Tenth Lee's original and disturbing *The Winter Players* (Methuen), for example, has not made the grade. But most choices would be shared by the majority of children's book critics; few would leave out *Penelope* (Lively) *A Stitch in Time* (Heinemann) or Louise Fitzhugh's *Solitaire* (Hamish Hamilton). *Johnny's Family is Going to Change* (Gollancz) is a theme that needs to be examined by every family.

Reviews of this kind presuppose some familiarity with the books, but for those who do not see many recently published children's titles, Mrs. Moss's annotations are full and informative enough to guide their library and bookshop orders. None of these mini-reviews is skimped; each book is described, evaluated and summed up. It is likely to prove very popular with playgrounds or "a study in resilience and humanity as well as a good laugh".

In a year of new novels from Alan Garner, Ursula Le Guin, Peter Dickinson, William Mayne and Jill Paton Walsh, this selection and the exhibition it catalogues could have been a marvellous gathering of glittering prizewinners. But there are many small-league entries, too, such as Margaret Potter's *The Motorway Mob* (Methuen), a simple story of a group of boys with nowhere to play football. There are books from several easy reading series—"I Can Read," "Read Aloud," "I Love to Read"—and perhaps the most surprising remark about reviewers not having the right to dictate to publishers on racism and sexism in the books they produce. But the *Non-sexist Code of Practice for Book Publishers* was drawn up in the industry by women working in the industry as were the Scott Foresman and McGraw-Hill Guidelines in the United States. Elaine Moss's belief in the organic growth and change of language is quite reasonable, but the challenge to linguistic habits from feminists and others is less of a threat than the "unthink" of popular jargons.

Whether you use the book as a catalogue or as a reference work, whether you argue or agree with it, it is a book to keep—and still for less than the price of a pound of coffee.

## Food for thought

Janet Kennedy

Shops with Science. By O. V. G. Kellie. Methuen Educational £1.95, 435 4221 8.

Food for Today: Vegetables. By Margaret Challen. Methuen £1.30, 435 42465 3.

Home Economics Topic Books. Vol. 1: Home. By Patricia Gillett. Methuen £1.95, 435 42465 3.

Food for Health and Pleasure. By Margaret Challen. Methuen £1.95, 435 42465 3.

Food and Money Matters. By Margaret Challen. Methuen £1.95, 435 42465 3.

Food for Thought. By Margaret Challen. Methuen £1.95, 435 42465 3.

Food for Practical Cookery. By Margaret Challen. Methuen £1.95, 435 42465 3.

Advice on how to cultivate, buy, store and cook, is given together with many good recipes. Historical information, the seasons for each vegetable and their preservation are also included in this interesting and comprehensive survey.

The Home Economics Topic Books contain much useful information about each of their four subjects. They are aimed at school leavers and are most helpful on the practical side of everyday living. As they are topic books, they could have been made more interesting by widening their scope—linking with the past or with other subjects—say, history of markets, the evolution of the eating book; or, in the case of the sewing book, the general usefulness of these books will however be much appreciated—the language is clear and simple, the illustrations are numerous and there are many thoughtful provoking questions.

Many of the questions are published on the practical side, but very few on the practical side. Questions on *Practical Cookery* are therefore very welcome. It is intended for advanced students and is a companion to *Practical Cookery*, which can easily be used separately from the textbook or for the less advanced student.

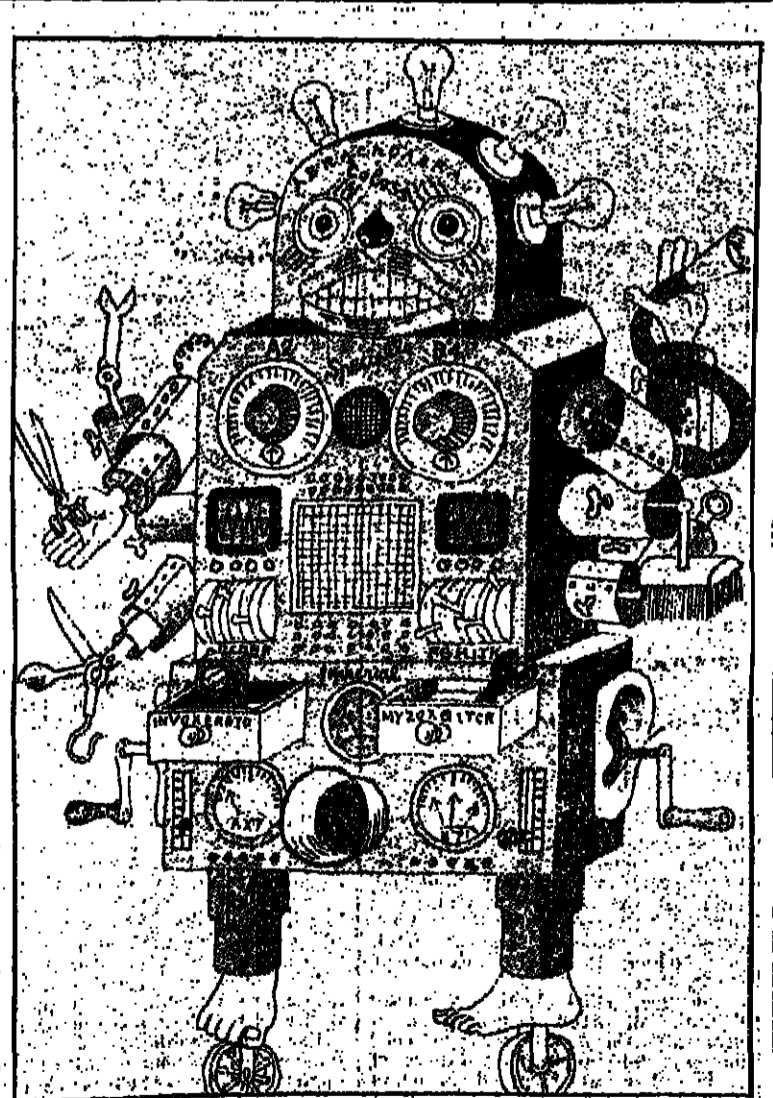
would have been useful, and so would information about the biological aspects, especially human biology—the home, after all, is for people. However, this study could be highly recommended for CSE, O level or just general knowledge.

It is morally wrong to expect others to supply us with food, we could grow ourselves? Are we making the best use of land and other resources available? A quarter of all the food produced in this country is wasted—who are the culprits? These and other challenging comments are made in *Food for Today: Vegetables*.

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"A crazz between an inventor's mate and an automat" is how the machine Inventomata describes itself to Professor Invento. The conclusion to "Professor Invento and his best invention" by John Sewell (Heinemann, £2.60) is somewhat sentimental, but this is a book with a sense of humour and illustrations to match.

## Among this week's contributors:

Brian Alderson is children's book editor of *The Times*.

R. D. Bedford lectures in the department of English at Exeter University.

Ray Dick, who is a novelist, journalist and critic, is at present working on a study of the Carlyles.

Peter Gregory-Jones teaches at the King's School, Rochester.

Shirley Toulson is the author of *The Draught Room of Ivades* (to be published on September 8 by Wildwood House).

WARSON: BASIC BUSINESS ARITHMETIC—REVISED EDITION.

In a recent reprint of this best-selling book, some errors have been corrected. Some pages from the pre-revision edition were taken in, in the binding operation, in error. If your copies have this colophon on the title pages...

all 14 in order.

If you have copies that do not carry this sign on the title page, please return them. They will be replaced from new stock which is due to arrive from the printer on August 30. The cost of carriage will be refunded.

Please direct these parcels to: Mr. D. Cook, McGraw-Hill Book Co. (UK) Ltd., Sharnbrook Road, Watlington, Berkshire SL6 2QL.

The publishers apologize to the authors and to all their customers for this slipshod.



# Device for packing off teacher?

by Edward Neill

Departures in English All-ability course for 13 to 14-year-olds produced by the North West English Group

This very large box of material, so comprehensive in its provision of "pupil's material", "language exercise booklets", "teacher's notes" and accompanying tape, filmstrip and teacher's guide, encourages a scepticism which is inevitably something of a defence mechanism simply because it appears to provide so comprehensive a substitute for the bad or at any rate uncommitted teacher with an unruly class.

Might it not, conversely, frustrate the devices of the imaginative teacher? May not such kits be a sign of the disappearing teacher (a paradox?)—reappearing from the wings as a busy ancillary, a humble technician liable to outrage from the cost-effectiveness lobby.

Realistic in its assumption that the teacher cannot always have time to collect his own material, sift, devise and plan in advance, the kit remains vulnerable to the cynical objection that it is a device to get the nonplussed teacher out of trouble with the most refractory classes while he gives his best personal attention to the best-motivated ones.

The syllabus sheets accompanying the units often kick off with the reassuring headline "Preparation: Nil". The course is aimed at pubescent children, wandering between two worlds and liable to give difficulties. "Self-consciousness becomes acute as physical changes cause embarrassment, uncontrolled behaviour and a spirit of resentment. . .". The frankness of the declaration that a given age group will by that taken always be difficult is nevertheless welcome.

The teacher's notes provide a concise summary of the teaching material, directions for its development, and a statement of aims, occasionally slightly lame or factitious but on the whole pretty worthy. The units and pupils' material are:

"Fact or Fiction"—a mélange of factual and fictional accounts which the children are asked to distinguish, including an extract from Job by Stan Barakat; "Disaster"—Lawrence's *The Virgin and the Gipsy* and Laurence Binyon's *Harger*, "Smugglers" a *Smuggler's Song*, by Kipling, (photograph and details of realia); "Sport" a quiz plus *The Dated of Philip Rose* by Leslie Norris (a visual aid consisting of the first part of the film-

strip showing different sporting scenes); "To Make You Shiver", poem *The Farmer's Wife* plus extract from *Verthering Histories* (a trace-recorded extract is included); "New-life Drama" (newspaper death notices, background information on an old lady newspaper personal column); "Mysterious Disappearances" (*Plumpton Isle*, by W. W. Gibson, plus extract from *Beau Geste*, by P. C. Wren (follow-through involves practising skills of discussion and reporting); "Animals" includes a teacher's script of commentary on a bullfight, the part of the filmstrip showing a bullfight, a recording of a commentary on one. Pupils get a discussion sheet on the ethics of bullfighting, a prose extract from *Poached Duck*, by John Scott, and reasons for and against foxhunting.

"Crime and Punishment" (the teacher gets a list of crimes and punishments with his note) gives the pupils the words of *His Object All Sublime*, which they also hear on tape, an extract from *Oliver Twist*, an extract from *The Ballad of Reading Jail*, by Oscar Wilde, and "Rules of Debate"; "Hiroshima" gives the teacher Peter Portor's poem *Your Attention Please*, which is also on tape, while the children get prose extracts from *Children of the Ashes*, by Robert Frost, and *Hiroshima*, by Marlon Yass; "Prejudice" gives the teacher discussion topics, a play incident, by David Campton, and questions on the extract, photographs of six scenes showing prejudice (prejudicial?) and "Suggestions for Writing"; "Murder at the Newsagent's" has a "Mock-up of the Kenton Evening Chronicle" and a police file; "The Tasaday People" is about vanishing cultures versus our own; "The Island" gives a map and information sheet, an article "The Inheritors" and part of the filmstrip showing the Tasaday people, though hardly in conclusive detail.

"Into the Future" gives the pupils John Woodham's short story *Composition Circuit* a true or false quiz, while the teacher gets a crossword and answer. "The Island" gives the teacher the script of the announcements and broadcasts, which consist of a tape recording of Capital's announcements and radio broadcasts. Pupils get a cruise card and map, an information sheet, a map and resources sheet. The teacher's notes are laboriously explicit to the point of computer programming.

On the other hand, the hypothetical objections mentioned earlier can usually go into reverse. After all, this kit will provide a far better thing than the close personal attention of a supervising or the snapt or possibly even brutally discouraging teacher. Perhaps it is a legacy of gayer years when cartloads of teachers of low attainment and little skill were taken on, while now thousands of intelligent and well qualified persons cannot get shortlisted for even the humblest posts.

Education Productions Ltd (Bradford Road, East Ardsley, Wakefield, Yorks) produce a series of silent filmstrips on music appreciation in the "Wellcraft" series. At £3.50 each, they include *Carroll of the Animals*, *Coppelia*, *The Mikado*, *The Nutcracker* and *Peter and the Wolf*.

*Early Musical Instruments* (£2.70) is the title of a set of 18 slides produced by the Crafts Advisory Council and distributed by Concord Films Council (201, Bolsover Road, Ipswich, Suffolk). This selection of slides shows the work of a number of English craftsmen. The photographs of their attractive instruments are presented in a plastic wallet with a descriptive booklet. Far more ambitious is a two-part sound-slide programme entitled *The Poetry of Rock* (£42.00) which contains 160 slides, two tape cassettes and comprehensive teacher's guide. Since the early 1950s, rock music has dealt with the important experiences of youth: freedom, self-discovery and love. The filmstrip analyses how these concepts, and with them rock music, changed and

# Sound pictures

COLIN EVANS surveys filmstrips and slides on music

During the past few years, the filmstrip market has become dominated by the sound filmstrip, in which the film is accompanied by a record, cassette or reel-to-reel tape. The largest producer of these is Educational Audio Visual (Butterfly Street, Leeds LS10 1AX. Tel: Leeds 442944) whose extensive catalogue of American productions includes dozens of sound filmstrips on a wide variety of musical topics.

The filmstrips generally contain a large number of frames which are triggered by audible beeps on the soundtrack. The frames follow each other quickly, the pace never flags, and the interest is held by imaginative visuals and sound tracks which employ all the usual techniques of effective sound presentation.

EAV produce a particularly useful series of large boxed packages, consisting of up to three or four 12" records and more than half a dozen filmstrips. These large units are expensive, but are well presented and are complete with full printed texts.

Among the most successful are *Pop Music in the 20th Century* (£32.00), a six-part set divided into convenient chunks of 12-15 minutes, and *A History of American Folk Music* (£25.00). Other sets in this



became more complex in subsequent decades.

The lavishly produced catalogue from The Slide Centre (143 Chatham Road, London SW11) includes 24 slide folios on music which include 12, 18 or 24 colour slides in a plastic wallet complete with detailed notes. Four folios cover the families of orchestral instruments (£3.50 each) and the photographs show young players rather than adults, with detailed pictures of various parts of the instruments. *Instruments of the Pop Group* (£3.50) and *Instruments of the Jazz Orchestra* (£4.40) are particularly useful in the classroom as well as the several folios showing historical musical instruments.

One of the more recent productions, *Recorders in the Making* (£3.50) was photographed at the Dehmetsch factory in Haslemere. Ethnic and foreign instruments are featured in *World Instruments* (£4.40) and also in the series of three folios which explore the wide variety of Indian musical instruments.

The Slide Centre also distributes a *Ladybird* series which are colour reproductions of the attractive illustrations found in the *Ladybird Colour*. Available in either filmstrip or slide form they include *The Story of Music* (£2.55), *Slide and Book* and *Two slides in the Lives of Great Composers* series.

Woodmansetter Ltd (Holywell Industrial Estate, Watford WD1 8RD), perhaps better known for their extensive catalogue of travelogue slides, have a number of productions of special interest to music teachers. Among these are a set of nine slides showing the Royal Festival Hall (£1.60), two sets of three slides showing the Royal Opera House (£0.65 per set) as well as short slide sets covering the London Coliseum, Queen Elizabeth Hall and Purcell Room.

Particularly useful are the colour slides of Covent Garden opera and ballet productions. The pictures have been carefully selected to show significant moments in the plots and are all £1.85 for a wallet of nine slides and text. Although additions to the list are frequent, there are almost 20 currently available and these include *Madame Butterfly*, *Carmin*, *Swan Lake* and *Romeo and Juliet*.

Woodmansetter's travelogue sets of Vienna, Salzburg, Florence, Versailles and Venice have obvious value in music (£1.60 each), as do the photographs of British composers' portraits in the National Portrait Gallery (£1.85). The nine slides feature composers ranging from Purcell to Holst.

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On page 26 Colin Evans surveys filmstrips which can be used in music teaching.

# Documentaries released to education

by Carolyn O'Grady

Topical documentaries made by United Press International and Independent Television News are made available to schools, colleges and universities from September. Fergus Davidson Associates Ltd, a company specializing in the distribution of educational material on videocassette and 16mm film, has reached an agreement with UPIITN to distribute their documentaries immediately.

UPIITN was set up by United Press International and Independent Television News to make news reports for distribution through foreign broadcasting stations. One of a week they produce *Reading Report*, a documentary covering one or two subjects which have featured prominently in the news that week. These which will now be available to educational institutions.

Teachers and others interested in the documentaries can be put on a special mailing list and will be notified by Fergus Davidson of the subject of each week's documentary during the week following production. Fergus Davidson says that they could then make the documentaries available to educational institutions during the week.

The documentaries will cost between £80 and £270 less a 15 per cent discount to education and it is hoped that they will also be available for hire from the National Audio-Visual Aids Library and the Scottish Central Film Library shortly after they are produced.

# Photographic language

Photography Greenhill, Morgan by Richard Greenhill, Morgan and Jo Spurck. Macdonald Gullifield £1.00 ISBN 0 350 06010 1

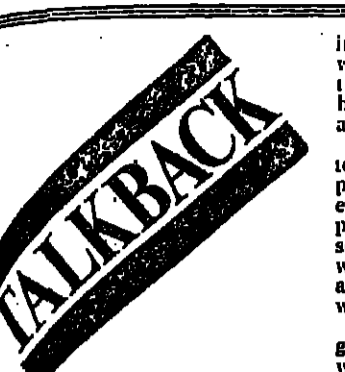
Fundamentally, photography is a technical exercise. It involves the use of technical sections have easy-to-understand text and attractive pictures and ink drawings to explain the process. The reference section, including a glossary of terms, word addresses, galleries and a book list, is also a model of sufficient content.

The book also covers, or at least touches upon, the current debate and controversies surrounding photography in an accessible manner. What are the responsibilities of the photographer to the people he is being photographed? What language does a newspaper photographer have over the way his pictures are used? Does a camera ever lie, and exactly how is the use of photography in advertising always ethical?

More and more schools are running courses in photography, and in conjunction with practical studies like film and practical work which combine both practical and theoretical work. Photographs are the product of a process of thought and would be any student's resource book for any subject higher up. In its own way, photography is a major form of communication which deserves to have time spent on understanding both its language and its limitations.

*The Story of Our Gas*, a booklet published by British Gas, explains how natural gas comes from the earth, how it is produced, how it is transported, how it is used in the home, and how it is used in industry.

On page 26 Colin Evans surveys filmstrips which can be used in music teaching.



# How it should have been

by I. Miller

Mary Warnock ("Valuing People's Progress" July 8) asks the question, "What is worth learning?" To me, an important body of knowledge is omitted—that of the subject of each week's documentary during the week following production.

The documentaries will cost between £80 and £270 less a 15 per cent discount to education and it is hoped that they will also be available for hire from the National Audio-Visual Aids Library and the Scottish Central Film Library shortly after they are produced.

# Photographic language

Fundamentally, photography is a technical exercise. It involves the use of technical sections have easy-to-understand text and attractive pictures and ink drawings to explain the process. The reference section, including a glossary of terms, word addresses, galleries and a book list, is also a model of sufficient content.

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# Do-it-yourself musicals

Ray Lowrey

There has always been a sense of mystery surrounding the writing of music. Young people are put off by the terminology we use. Archaic and meaningless terms abound, such as the traditional horrors of treble clef, or that unlovely band of semibreve, minims, crotchets and quavers. Why don't more teachers use the so-called American system of time names, far more logical and more easily understood by children?

I chose a few years ago to charge through these archaic hordes with a spanking new broom—and it worked. After their initial training in this new-learned theory, in no time at all my students were penning copious tunes, chords and rhythms, and venturing into the previously forbidden land of transition all before the end of their second term in the first year. So, where should they go next? With some trepidation, I suggested they might like to write their own musicals. One for each class—story, words, music, the lot. Each class to produce it themselves, costing from the ranks and eventually performing it on stage before an invited audience.

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The Illustrated LONDON NEWS AUGUST THE MYSTERY OF CIVILIZATION THE PROSPECT OF CONFLICT IN SPACE THE PROFILE OF SIR HUGH CASSON THE INCONSTANT SUN SMITHHEAD REVIEW COLOUR PHOTOGRAPHS

Dancing to a medieval tune Dance in the manner of high society in medieval times, the style of the Italian renaissance, the Tudor, Elizabethan and Stuart periods and, later, the eighteenth century are offered by the Nonsuch Dance Company, in a series of summer schools at Madlock College of Education, Derbyshire. Courses, which begin on August 6 and 13, offer a general background to the development of social dancing and particular dances of each period are studied in depth with the help of personal and video-taped tuition. Courses include the study of letters and literature of the period. Details from the Secretary, Nonsuch (History & Dance) Ltd, 16 Brook Drive, London SE11. Telephone 01-735 8353.

Education Productions Ltd (Bradford Road, East Ardsley, Wakefield, Yorks) produce a series of silent filmstrips on music appreciation in the "Wellcraft" series. At £3.50 each, they include *Carroll of the Animals*, *Coppelia*, *The Mikado*, *The Nutcracker* and *Peter and the Wolf*. *Early Musical Instruments* (£2.70) is the title of a set of 18 slides produced by the Crafts Advisory Council and distributed by Concord Films Council (201, Bolsover Road, Ipswich, Suffolk). This selection of slides shows the work of a number of English craftsmen. The photographs of their attractive instruments are presented in a plastic wallet with a descriptive booklet. Far more ambitious is a two-part sound-slide programme entitled *The Poetry of Rock* (£42.00) which contains 160 slides, two tape cassettes and comprehensive teacher's guide. Since the early 1950s, rock music has dealt with the important experiences of youth: freedom, self-discovery and love. The filmstrip analyses how these concepts, and with them rock music, changed and

On page 26 Colin Evans surveys filmstrips which can be used in music teaching.

Photography Greenhill, Morgan by Richard Greenhill, Morgan and Jo Spurck. Macdonald Gullifield £1.00 ISBN 0 350 06010 1

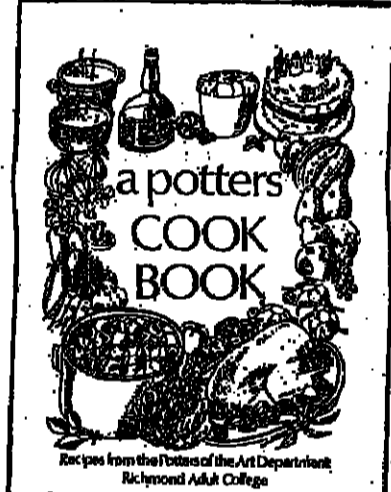
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Round by the Elephant and Round Stories is the first booklet in a series called "Just Talking", which is being put out by the Cambridge House Adult Literacy Scheme. It contains stories and poems "written by people who were successful in writing" Copies available from the scheme, 431, Camberwell Road, London SE5. 25p plus 10p postage.

The Royal Society of Arts Examinations Board has published a booklet, which makes a critical look at the board's single-subject, copy-writing in English language. It is inviting schools and colleges to comment on the pamphlet, which is written by M. E. Taylor, lecturer in English, Doncaster Metropolitan Institute of Higher Education. Copies are free and available from RSA Publications, Murray Road, Orpington, Kent. Send 10p stamp to cover postage.

The United Kingdom Reading Association has just published the first issue of *Books in Schools*, a twice yearly journal which aims to review books and other materials intended for children in schools or students in adult literacy schemes. It is produced in collaboration with Edge Hill College of Higher Education, Ormskirk, and costs £1.25 per number. Copies from S. V. Heath, 63 Laurel Grove, Sunderland.

A Catalogue of Self-Published Learning Materials contains material created by teachers, parents and children in the United States.

"to provide effective tools for learning in the real world". The compilers would be pleased to hear from anyone who would like material to be included in a future issue. Write with details and a sample to the Centre for Open Learning, PO Box 9434, Berkeley, California 94709. The catalogue costs one dollar from the same address.

Libertarian Education 22 includes features on the hidden messages of Walt Disney comics, rancancy, deschooling, Rak and Filo and nursery education, together with the usual reviews, letters and information. 20p from bookshops or 30p (including postage) from 6 Beaconsfield Road, Leicester.

Many of the best cooks are potters, and vice versa. As a fundraising effort, the potters in the art department of Richmond Adult College have compiled *A Potters Cook Book*. It includes well over

100 recipes from Spanish cold soup to Christmas puddings, many appear only tested out at end of term celebrations. Copies are 50p plus 12p postage, available from the Principal, Richmond Adult College, Kew Road, Richmond, Surrey.

The average increase of the "at risk" readers in word recognition age over the eight month period was more than 20 months. This result is more remarkable when it is remembered that only six months work on the individual programme was completed, and all the "at risk" readers had been retested by at least 24 months.

It would be hard to pinpoint the precise reasons for this success. It would seem unlikely that the mere identification of the "at risk" groups, or the individual profile of strengths and weaknesses, would in themselves account for such progress. It could, though, that this approach, which supplies not merely advice but also something of the means to cope with the problem, made classroom teachers able to help their failing readers.

G. E. F. Trickey and Brian Daly are educational psychologists, London Borough of Barking.



Continued from previous page

be demonstrated using an overhead projector. These include colour mixing, mathematical and meter models, magnetic field and magnetic domain experiments.

Management Games Ltd, Bedford A new range of business games by MGL and other publishers will be on display. These will include, what is claimed to be Britain's first business game played on a programmable calculator.

Marker Board Supplies Ltd, Hereford New products from this company which will be on display will include a folding art easel, a light-weight portable magnetic marker board and a non-magnetic art-walker board.

National Committee for Audio-Visual Aids in Education, London This stand will be displaying free leaflets and catalogues explaining the services provided by the NCAVAIS as well as related publications and their own monthly magazine, Visual Education. A new film, Over to You—Using the OHP will be shown. This is intended to encourage people in teaching and training who are unfamiliar with the overhead projector.

Pauls Newmark Ltd, Technamation Division, Reigate, Surrey The central theme of the Technamation stand will be the advantage of using animation when presenting information on transparencies. Technamation will be showing their Best Animation Kit which, they say, contains everything needed to animate OHP transparencies. They will also be showing their ready-made overhead transparency programmes, which include complete sets of animated transparencies with full lecture notes covering each picture. The sets cover human biology, the construction of images in plane and spherical mirrors and the refraction of light and total internal reflection.

Edward Patterson Associates Ltd, Beckenham, Kent Films and multi-media material on a wide range of subjects are available from Edward Patterson. They will be showing their multi-media programmes, which include "Cultural series" for social studies, programmes on Israeli and Arab experiences in the Middle East, Arab of Pompeii, and material on the Bronze and Chacoan. There will also be 16mm films, especially on science and mathematics topics.

Professional Tape Marketing Associates Ltd, Edgware, Middlesex This company specialises in the manufacture of audio cassettes. Until recently they only sold to recording studios and industry cassette users, but are now making cassettes available to a wider market. Cassettes of Super Ferrite Oxide tapes can be bought in bulk, wound precisely to any length, or complete with labels, inlay, cards and library case.

Rosensch Recordings Ltd, London Rosensch Recordings hires and sells video equipment. The company has prepared educational material in association with Tutor Tapes Ltd, and examples of these new video programmes will be on show.

Rablin Visual Services, Stanford-Le-Hope, Essex This company will be official representatives at the exhibition for 3M Visual Products, Audio Visual Equipment and Nobo Visual Aids. New products on display will include the new 3M Model 213 portable overhead projector, the AV5000 Executive, a massive slide and projection unit combined in an attached case and 3M's new presentation carrying case which has been developed for the transportation of overhead projection transparencies.



SJ Systems Ltd, Slough Berks This firm specialises in making portable display units for exhibitions, among them the Rapid-Ex 100 Plus Kit which offers more than 100 sq ft of display area and can be covered either in hessian or with Velour, which takes Velour pens. The unit is assembled without tools, simply by hooking together.

Shure Electronics Ltd, Maidstone, Kent Among this company's large range of microphones will be the new SM59, which has an exceptionally flat frequency response which, says the company, makes it especially suitable for orchestral and instrumental applications. Also on show will be the M615AS Equalization Analyser System and the SR107-2E Audio Equalizer, circuitry, which, the says company, make it easier to find response trouble spots in a room and to improve sound quality.

Smiths (Electrical Engineers), Preston Three recent additions to the Sebtron range of audio teaching system will be shown on this stand. They are the PLT individual languages course, a cassette of French, and both portable and fixed versions of the Digital AA-LAB audio active language laboratory.

Space Frontiers Ltd, Havant, Hampshire Two new slide sets from Space Frontiers are the United Kingdom from Space and Galaxies and Nebulae. Most of the slides in the latter set have been made from originals obtained from the United States Naval Observatory in Washington. Apart from slide sets the firm produces cassettes, colour prints, charts, posters and badges.

Specialist Audio Visual Co, London Hampshire and slide projectors, Philips, BASF, Aiva and Sanyo sound equipment will be shown on this stand. Among these will be a new overhead projector with a low voltage lamp: the 900 BT, also the new Fortaview 150 filmstrip and slide projector with a rear projection screen.

Staedler (UK) Ltd, Pontyclun Mid-Glamorgan This firm, already well known for writing and drafting equipment, black and white and colour pens, has recently introduced a range of pens for use on overhead projector transparencies. Lumocolor AV pens are available in three line widths and four colours. They are heat and fade proof. Staedler also make ball point pens with tipped pens.

Stereoscopic Television Ltd, London On this stand a new portable language laboratory using Philips equipment will be shown. The 25

lab uses the British and European recommended recording format of two-track tape. Among other items will be the AAC 4000 language trainer. This compact cassette recorder can be used with Philips courses or as an ordinary recorder, or with slide presentations.

THD Manufacturing Ltd, Peacock, Sussex Attention will be drawn to the new THD Halight 300 projector. It has a micro attachment which is used for showing microfilm. It can be used in science teaching to show prepared slides, even of live aquatic animals. The projector is said to be useful also for displaying experiments, such as in test tubes.

Tutor Tape Co Ltd, London Among the new educational recordings which Tutor Tape Co will be demonstrating are courses for medicine, civil engineering, computers, science and remedial reading. Some of these have been prepared in conjunction with other bodies, such as the introductory computer course which has been prepared with International Computers Ltd, and the civil engineering and architecture courses which have been prepared in association with the Cement and Concrete Association.

Unifab Engineering, Oxford This firm specialises in trolleys, platforms and wheel brackets for equipment such as video systems and televisions. Many components are interchangeable and stands and trolleys can be ordered as standard units or as separate components. Trolleys are designed for use with record players, tape recorders, film and overhead projectors.

Unifab, Blackburn Laboratory equipment, especially for physics, will be shown on this stand. The Unifab Joulemeter enables electrical energy to be read directly. Other items include a student oscilloscope and a range of environmental units for measuring conductivity, light, pH, sound and temperature for field use. These units are available separately or as a complete kit in a briefcase.

World of Learning Ltd, London The WLL—Programmed Instruction Language Learning courses will be on display here. They are designed to teach the essential structure and vocabulary of modern languages in an average of 24 hours home study. Two new courses will be on display: English for Dutch-speaking people and Speak English Better—a course in English for people who already have a basic knowledge of the language, but wish to improve.

Diana Wyllie Ltd, London Among this company's range of DW Viewpacks will be the new Viewpack SS designed to house complete tape/filmstrip sets and notes. They will also be showing a range of audio-visual productions and the new Bell and Howell tape/slide projector will be demonstrated.

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## Video or airwaves?

Christopher Griffin-Beale on whether educational programmes need to be broadcast

Video cassettes clearly have a promising future in education. Figures quoted by the Annual Report suggest that in 1973-74 34 per cent of secondary schools, and 12 per cent of all schools, already had some kind of videotape machine; cassettes, now that electronic teaching tools are easier to handle. The advantages of replaying recorded educational material, rather than simply using programmes off-air, are obvious. Teachers or students can use the material at their own convenience, pausing or rewinding back at will, and can use the material repeatedly, subject to copyright. Moreover, they can preview material before using it with schools, if they want to (and have the time).

Given these arguments, and expectations of substantial further expansion, some experts have gone on to question whether educational programmes need ever be broadcast at all? (And if they are to be used on cassette they need not perhaps retain the shape of conventional programmes, designed to communicate at one sitting).

In existing output, the main question surrounds schools, and Open University programmes, but it could also affect those used for a system that only covers a fraction of the region. Some mouth-nouth part of Devon, for example, is served by Plymouth schools, and distributes cassettes in the rest of Devon.

Prospects for ILEA's services are healthy, even before the present economic crisis. The quality of its response has survived cuts, and arguably substantial improvements in the output. The service was established independently, and prior to the Media Review Commission which has been assisting production and integrating broadcast materials in all other media and television. Now television has been integrated as part of the new Learning Materials Service. And its vision programmes, or video sequences, could be the logic of a media package distributed to schools.

The Post Office charge for educational programmes is £100,000, and ILEA, being a public body, is exempt from VAT. ILEA's programmes and the production of national programmes compete with the technical cost of many children's programmes. He was not thinking, it is safe to say, primarily of the schools' interests. He was talking apropos Yorkshire TV's experiment with breakfast-time TV.

When the restrictions on broadcast hours were lifted, ITV quickly established afternoon programming and found it very lucrative. Schools programmes were compressed into the morning slot. If breakfast-time TV is established on a regular and commercially successful basis, they would then turn to the morning slots as further territory ripe for commercial development.

It was in this context that Fox wondered about cassette distribution by post. But other solutions for commercial expansion may offer themselves if, despite Amman, the fourth television channel becomes ITV-2. It is inconceivable that ITV would want to schedule two competing entertainment programmes in the morning, or in the afternoon for that matter.

And so, given ITV-2, schools programmes should have little difficulty preserving some space, probably more space, on one or other of the channels. And if a fourth channel were to be established under some kind of Open Broadcasting Authority, as Amman proposed, there would again be some space for schools programmes. This year that after 1973 it would be cable television network, through which it distributes BBC and ITV

Continued from previous page

offer of the cable network that no airwaves could match a one thousand relays of programmes made last year in response to individual requests from schools. Although the problems with national transmissions over the airwaves are different, ILEA's example has important implications—most necessarily favourable for cassette distribution. Such distribution is easier for an authority within a single region; ILEA will presumably use its existing messenger services and need not use the costly cable system, which are generally better provided with technical facilities, and support, and with capital than those in many other authorities.

Any problems with cassette distribution should be much greater if existing national Schools or Open University programmes were to be used off the airwaves. Amman Strathclyde was unwilling to pay for a system that only covers a fraction of the region. Some mouth-nouth part of Devon, for example, is served by Plymouth schools, and distributes cassettes in the rest of Devon.

Immediately they such moves might not seem viable. But what is the future? There is already some spare capacity on BBC-2 in the daytime and a fourth channel, however administered, will increase the capacity that might be devoted to educational relays, but the Open University in particular is a reluctant devoured of air time.

There is an argument in favour of retaining at least some Open University programmes on open channels, to allow the possibility of cassetting. This is particularly true of programmes that are not primarily for the university and are of interest to a wider audience. This would also apply to any open college development, though it is less important in the case of schools broadcast.

The main arguments against distribution by cassette remain practical and financial. Proponents might argue that the real cost of videocassette machines and tapes will come down, but not necessarily fast enough for educational institutions compelled to very tight economies. Other future technological developments all involve an increase in electronic distribution of the maximum of selection by the consumer; teletext systems and the possibility of newspapers transmitted to one's home by satellite. It is thus a little strange to encounter suggestions for a method of distribution that relies on labour costs in the central copying and packaging of cassettes, and even more in their postal delivery.

Future technical improvements in cassette systems will probably include more complex pre-setting equipment and longer tapes, which will make it easier for individual institutions or students to make the tapes they need off-air, and for the networks to exploit unused transmission capacity, particularly during the night, to transmit straight to these machines.

Schools video offers an instructive comparison. The technology of recording and playing back schools video is cheaper, easier and more advanced. For years most schools have taped programmes, notably BBC programmes, notably the radiovision broadcasts, are only intended for use in recorded programmes. All that is needed is a tape recorder, but it does not require a video camera.

Emergency services exist for applying tapes if a school misses a programme—though an occasional holiday or a less occasional technical fault—but nobody has seriously advocated scraping radio programmes. A very long time before videocassettes achieve the ubiquity of videotape, and even then—this will not be redundant—transmission of cassettes in education, and certainly with the planned distribution of educational programmes.



## All those hours in front of the box!

Dan Douglas on media studies

At the first of the regional debates being held as part of the Great Debate, Secretary of State Shirley Williams appeared to express some astonishment when a Sunderland Inspector, Mr J. W. Bainbridge, produced evidence that the average child spends more hours watching television than attending school. Those of us who have been working in the field of media studies for the past decade could easily have predicted the same evidence with which Mr Bainbridge is said to have astounded the conference.

Moreover if Mrs Williams could find time she would find in the Newson Report a strong claim "for the study of film and television in our culture and significant sources of language and ideas". The Newson Report is very much in the past and millions of pupils have passed through secondary schools largely untouched by its recommendations on media studies. If there is to be a re-assessment of the role and importance of the media in the school curriculum let us hope that this time the recommendations can be implemented.

Thoughtful the country—particularly in comprehensive schools—some form of lip service to studying the media is being paid. At one end of the spectrum a school will have its own autonomous communications department, complete with video recorders and portable television cameras. At the other a few lessons will appear on the English timetable which deal with advertising.

In other schools photography will be offered under the umbrella of Art and—most common—film appreciation options are available as a non-exam subject. All these activities are being carried out by well meaning conscientious teachers who have to cope with the constraints of the examination syllabus, shortage of funds and an attitude among their colleagues that at best media studies is a soft option; at worst it is only suitable for the less able. Some teachers have even gone on record as stating that, "such activities as 'studying' films and television programmes can only be defended because they are an alternative to truancy." It is in this climate that a new appraisal of the study of film and television "as subjects in their own right" must be urgently undertaken.

The arguments against media studies in school: that they lack academic respectability; that they are costly to run; that they are not yet a sufficient body of knowledge to regard them as a traditional discipline; that they are only useful "time occupiers" for the less able; that they are a frightening ignorance of the importance of the media in the lives of our children by teachers. That children can spend more than a decade at school without being given the opportunity to study critically the major sources of their culture, and that ideas is a terrifying indictment of our current school curriculum.

There is no doubt that the biggest stumbling block to the development of this emerging discipline is its lack of availability as a less examination subject. Progress albeit very slow is being made in this direction. A number of CSE Boards have developed Mode 3 examinations in radio, film, photography, television and communications studies. The first O level examinations were established in 1974 and this year sees communication studies being examined as an A level subject for the first time.

Even where schools have established the subject as an examinable one, there have been many major problems. Apart from the

subject being a costly one demanding capital expenditure for hardware, and expensive annual budgets for software, these courses are dependent on the specialist staffing available. In this area the colleges of education have been even slower than the schools to recognise the urgent need to produce teachers in this field. With the DES refusing to recognize media studies as a specialist shortage subject it is not surprising that many of those courses are being taught by largely enthusiastic but untrained teachers in this discipline.

Given qualified staff, adequate hardware and a reasonable budget to run a communications course, the schools will still find many difficulties in pioneering this new discipline. Until the subject is firmly established as examinable (i.e. academically respectable) it will be regarded as an option for the "less able". Even in the more avant-garde schools where the "able" pupils are permitted to pursue this subject the situation usually ends in a traditional three-hour written paper!

Other major sources of material are the British Film Institute and The Society for Education in Film and Television. In spite of the growing interest in the subject and of the growth of defined theory or application of media studies. The comparison of

syllabuses being offered by various schools differ widely in content and approach. The course titles are nearly as numerous as the courses in existence: communication studies; arts/communications studies; English/film studies; and the mass media are only a sample. Even the DES has not yet recognized any of these titles in its subject classification appointments columns. Teachers looking for posts in this field find them under English, Art or General Studies.

In the ATY series The Communicators Raymond Williams stated that "it took three hundred years of major British literature before it got into university and school courses, but now the pace is quicker; subjects like film and television will take their place in the school curriculum. 'It's going to happen'." We can not afford to wait until the year 2277 for our education policy makers to realize that the serious study of the media in our schools must become a major priority if future generations are to have any understanding of the realisation of the most powerful forces of persuasion, information, and education in society today.

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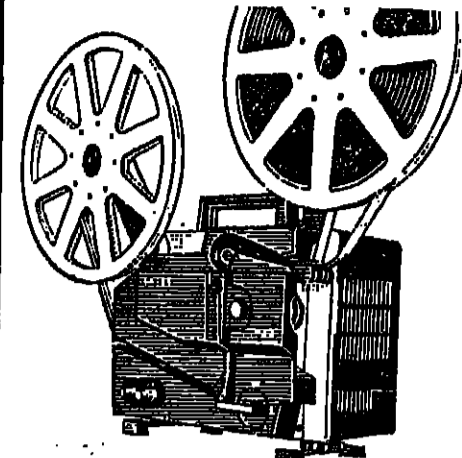
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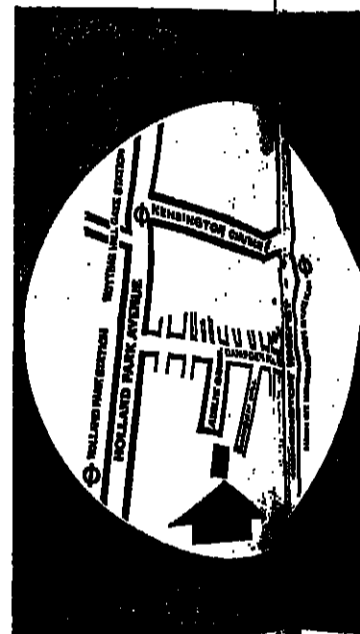
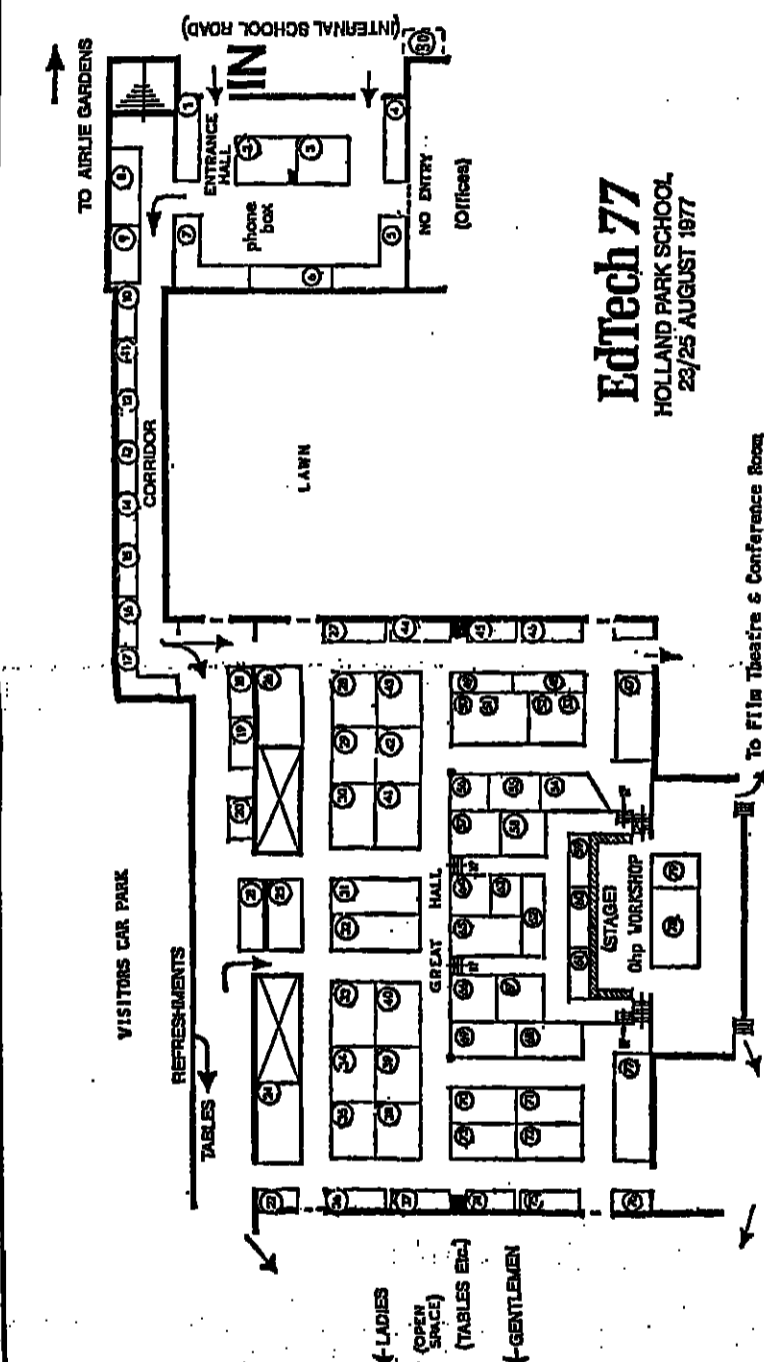
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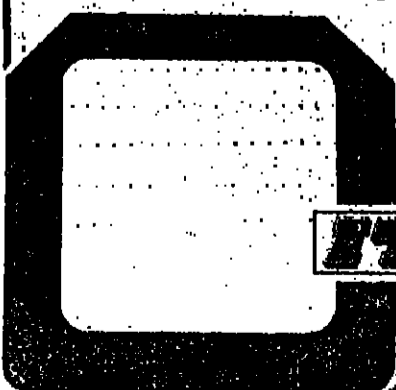
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For a few years the DITB used to hire the studio of the Road Transport Industry Training Board in London, and programmes ranged from advertising to using the telephone. It also had its own small studio in converted offices in Manchester headquarters, but the quality, says Iain Tweedie, was not up to broadcast standard, and the programmes made there were used mainly for internal DITB programmes.

The new studio complex in Cheshire was officially opened in March, though staff had moved in during the previous December. Its principal feature was a 1,500 sq ft studio, with three Philips LDI 20 professional colour cameras and an RCA Zin PAL broadcast standard videotape recorder. Pys offered a package deal for the equipment, and the whole complex cost £300,000.

Miko Kernham, former agency journalist and chief information officer of the DITB, is in charge of the studio. He is helped by Iain Tweedie, producer; a technical manager; two senior technicians;



The DITB video centre.

# Exercises on the three ps of good instruction

The instructor was showing his class how to solder a joint and he was doing so well. The soldering iron was being held with both hands, but he didn't matter in the end since he had forgotten to plug in the soldering iron in the first place.

The scene comes from a 13 minute 16mm film produced by the training techniques department of the Road Transport Industry Training Board. Using professional actors to play the parts of instructors and real life trainees playing themselves (the 'real trainees' are shown as 'John Smith' and 'John Cooper'), and set in a black and white studio.

The film draws attention to what it calls the Three Ps: Preparation and Presentation. "All good instruction looks smooth," says the commentary at one point. "There's a great temptation to believe that it comes easily."

It is part of the output of a training board that has the reputation of being one of the most lavishly equipped in its field. Set up in 1967, the 17th to be established, it is concerned with training those working in road transport industries, such as drivers, mechanics, selection, upon furniture removals. It has within its scope some 60,000 employees and some 900,000 employees, and has an annual budget of about £20 million.

The board has four main divisions (administration, training, legal and

# First find your cassette

Cassette recorders, because they are relatively simple to operate and cheap, are now a common sight in all departments of primary schools. One result is that desk drawers, coat pockets, stock cupboards, and staff rooms tend to be littered with a variety of C10-C120 cassettes.

There are likely to be as many labelling systems (including a system) as there are teachers, and this confusing variety means that not only are valuable cassettes lost to Alison's account of her other's toothache, but that the 10-minute search for the right cassette often leaves too little time for it to be played.

The unfortunate teacher whose class assembly has been opened by "mystery noises", instead of an expected selection of relevant music, or who has played the cassette "Growing up" to an infant group instead of "The Ugly Duckling", can hardly be blamed for losing their enthusiasm for the cassette recorder.

In order to combat such loss of enthusiasm, and prevent further disasters, an effective system of classifying cassettes is needed. Such a system, using materials easily available and relatively inexpensive, makes a valuable addition—or even an essential—resource centre.

Cassettes are both loss numerous and less varied in content than books, and while at secondary level they are best integrated into the library classification system at the primary level the following categories should suffice:

- Non-fiction (Green)
- Fiction (Blue)
- Poetry (Red)
- Music (Orange)
- Support material, for reading schemes, or "Sound Sense" for example (Yellow)
- Current radio programmes (White)

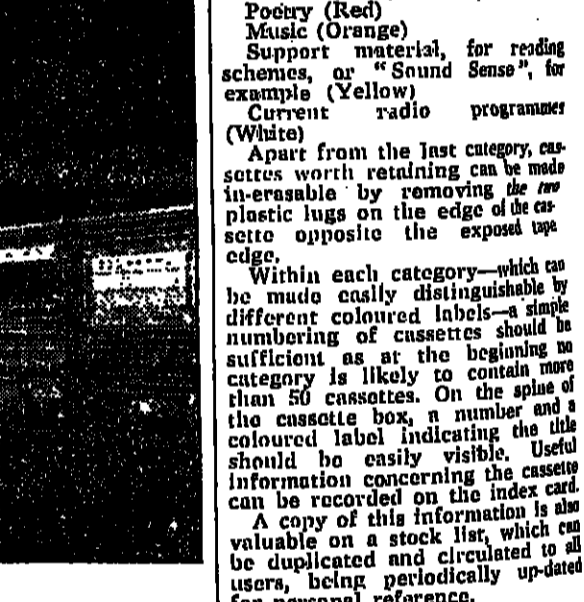
Apart from the last category, cassette sets should be stored in plastic bags on the edge of the cassette opposite the exposed tape edge.

Within each category—where it can be made easily distinguishable by different colour labels—a simple numbering of cassettes should be sufficient as at the beginning of a category is likely to contain only a few cassettes. On the spine of the cassette box, a number and a date should be easily visible. Useful information concerning the cassette can be recorded on the index card.

A copy of this information is also valuable on a stock list which can be duplicated and circulated to all users, being periodically updated for personal reference.

Labelling and Storage The essential items of labelling should be the number and title, which should be identical on the cassette box, cassette and storage folder. This is accomplished, say, on a card, or case, or both.

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# In search of a slide

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The compilation which follows might assist in a search. It is necessarily rather selective—a comprehensive list of the numerous small producers, specialist organisations and even larger audio visual companies who publish a handful of slides would run to many pages. Prices must be regarded as approximate.

In searching for slide material, it is worth remembering that filmstrips are also a source of slides (and often cheaper). Many companies are now offering the customer a choice of single or double frame filmstrip or slide format.

Most producers offer an approval service for low cost orders, and a few slide libraries such as that of the Design Council (14,000 slides on design) and the Victoria and Albert Museum (90,000 slides on the fine and applied arts; with particular emphasis on the history of painting).

Ann and Bury Peerless, 22 Kings Avenue, Millis Bay, Birchington, Kent.

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Audio Visual Productions Ltd, 15 Temple Sheen Road, London, SW14 6GB.

NEARLY 500 slide sets (usually of 12 or 24 slides with brief notes), about a quarter of which are for use in teaching the history of art. The greatest strength is in early slides with a decreasing number of titles as one moves towards the twentieth century.

The geography catalogue lists materials for all levels, with regional titles covering most of the world and in the physical section such topics as "Springs" (24 slides for £4.36). For social studies the firm says the range includes "not only a comprehensive range of siting photographs, but also visual presentations of relevant data; thus 'Man as a Social Animal' explores territorial display, aggressive behaviour, characteristics of social groups and so on. The social section has mainly biology titles (twenty-six) such as 'The Bee' and 'Aquatic Birds'.

Generally well supplemented by a primary catalogue.

Clear View Projection Co, 92 Stroud Green Rd, London N4 3EN.

MISCELLANEOUS

An occasional bargain from this mail order company, but careful selection is necessary as no preview service is offered. Up to date recent offers include "Around the World in 50 Slides" (54 actually, costing £2.50).

Nicholas Hunter Filmstrips Ltd, 40 Richmond Road, Oxford OX2 2JF.

HISTORY, GEOGRAPHY, SCIENCE, ART

Most of the material is in slide format, some is in double frame filmstrip format and the company provides mounts (100 for 55p) if required. The history sets deal largely on charts, photographs, historical documents and illustrations rather than original works of art, with a fair amount of black and white slides.

The British Social and Economic History series explores poverty, housing, transport and industry. "The History of the World" takes a broader approach, studying recent events and trends in Russia and China.

with the Historical Association special history titles, for example "Abolition of the Slave Trade".

Focal Point Filmstrips Ltd, 85 Cavendish Drive, Watlington, Oxfordshire OX7 6YX.

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The do-it-yourself approach helps to keep costs down. To a slide, material arrives as filmstrip, slide mounts and teaching notes. With filmstrips of up to 50 frames (half Century Series) and even 100 frames (Century Series) this built-in flexibility is an excellent idea. "Art & Design" covers such practical techniques as batik, enamelling, macramé and pottery.

"The Seeing Eye" "endeavours to open the eyes of the student to the wealth of abstract design in the world around him." Art Appreciation "offers classical sculpture, embroidery and the architecture of Venice. In 172 frames "Mini Frames" uses the environment as a springboard for teaching in traditional subject areas or a practical element in learning about conservation. The approach throughout is interdisciplinary and covers such practical techniques as batik, enamelling, macramé and pottery.

Ferganona/A. Wheaton & Co. Ltd, Hemmatt Rd, Marsh Barton, Exeter EX2 8RP.

BIOLOGY

Biology colour slides for all levels (although some more suited for secondary and college students), covering invertebrates, man and the invertebrates, anatomy, physiology and hygiene and flowering and non-flowering plants. 14 sets of about 50 slides costing £10 each.

Philip Harris Ltd, 63 Ludgate Hill, Birmingham B31.

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Hundreds of biology slides, many highly specialized, for example "Digestive micro-anatomy", but a useful series for the biology teacher at O. A and college level.

The Slide Centre, 143 Chatham Rd, London SW11 6SR.

MOST SUBJECTS

This catalogue is a must—it lists nearly 1,000 slidefolios (a folio contains from five to 24 slides; 24 cost £4) and many individual slides. The Slide Centre also acts as a distributor for an increasing number of companies offering their usual filmstrips in the alternative slide format.

The creative arts are well represented with the architecture series including new folios on "1,000 Years of English Architecture" and "Victorian Classical Architecture". The fine art series devotes itself both to "Individual artists" such as "Leonardo Da Vinci"—and to sets of slides illustrating a particular series, for example "17th Century French Painting".

In the history section there are 31 slidefolios on the Bayeux Tapestry alone; alternatively historical events are portrayed through colourful artwork (which occasionally might be better suited to art history lessons).

Equally diverse is the geography section, with material suitable for all levels ranging from topics such as "Volcanoes" to the broader "Geography of Western Europe". A new series of slides for use in remedial education for individualized learning or project work covering aspects of science, stories and topics has been introduced.

The 80 or so titles in the Mullard Educational Service for teachers are also distributed—these slide sets, of an introductory or basic nature, are on electrical principles, technology and electronics. In social studies the catalogue includes the "Family Doctor" filmstrips (as slides), produced by Health Education Audio Visual for the British Medical Association. A selection of the BBC radiovision filmstrips is distributed in slide format.

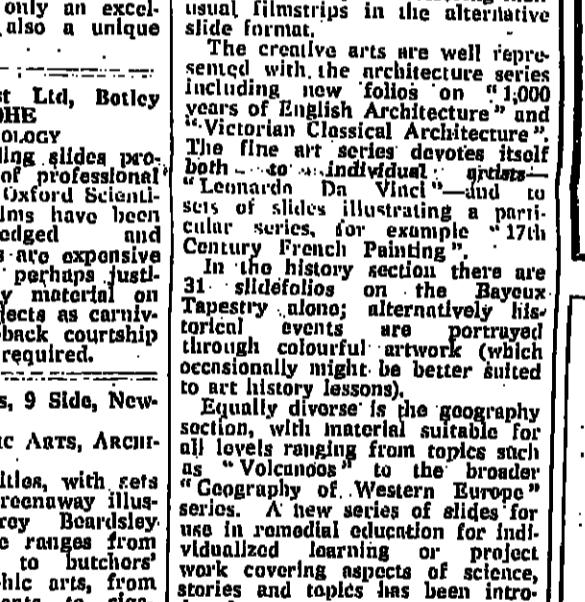
VCQAD (The Voluntary Committee on Overseas Aid and Development), Parnell House, 25 Wilton Rd, London SW1. DEVELOPMENT STUDIES

Twenty titles covering topics such as "Family Life in Jamaica" and "An Ujama Village in Tanzania". Slide sets (12 for £1.80) are accompanied by detailed background notes.

Woodmaster Ltd, Holywell Industrial Estate, Watford WD1 8RD.

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the College of Ripon & York St John

LECTURER GRADE II (CHEMISTRY/CHEMICAL EDUCATION)

Applications are invited for the above post in the Department of Mathematics and Science in the Department of Higher Education (1,600 men and women)...

The person appointed will be based at York. The appointment will be at Lecturer Grade II level (43,279+ £12,053 to £5,493 (£12,180)).

YOUTH AND COMMUNITY SERVICE continued

ESALING (London Borough of) EDUCATION SERVICE YOUTH TUTOR/LEADER to act as deputy to an Area Team LEADER...

Applications are sought from qualified and experienced teachers who are prepared to accept the responsibility for the teaching of general and inorganic chemistry at degree level...

KIRKBY (Hospital at Tower Hill, Kirkby) Head of Drama. The school is a large secondary school with 1,200 pupils...

LANCASHIRE EDUCATION COMMITTEE YOUTH SERVICE ACCRINGTON YOUTH CENTRE

As soon as possible CENTRAL AREA, OUTPOSTS (11). For further details, District Education Offices, Town Hall, Blackburn, Lancs.

Moorland House Community Home School, Westwood Drive, Ilkley. Moorland House School is a Residential Community Home School for 66 boys aged 9 to 13 years on admission...

TEACHER OF ART AND CRAFTS/GENERAL SUBJECTS Scale 4-£584 approved school allowance

Applications are invited from qualified and experienced teachers who are preferably trained for Junior or Middle School pupils. The person appointed will take responsibility for the school. He/she will have additional responsibility for a class of approximately 10 to 12 boys, many of whom have learning difficulties.

TEACHER OF WOOD AND METAL CRAFTS/GENERAL SUBJECTS Scale 1+£584 approved school allowance

The teacher appointed will take responsibility for a class of approximately 10 to 12 boys who have learning difficulties and teach Craft throughout the school. It is hoped the teacher appointed will be able to use a range of materials other than wood and metal and enjoy co-operating closely with the Teacher of Art and Crafts in a co-ordinated programme for some groups. There are also out-of-school duties for which an additional £879 p.a. will be paid.



MUSIC AND DRAMA FOR YOUTH

THE BRITISH FOUNDATION FOR LIVERPOOL, MANCHESTER, SOUTH AND NORTH EAST DISTRICTS. This is a specialist to continue the development of an important project...

Overseas Appointments

AUSTRALIA SYDNEY TEACHER COLLEGE EDUCATION. The Sydney Teachers' College is a public education institution...

OXFORDSHIRE COUNTY COUNCIL COUNTY COLLEGE OF FURTHER EDUCATION

Applications are invited for a YOUTH WORKER to assist the Senior Worker to develop youth activities in a new purpose built centre...

SECRETARY WARDEN For active voluntary organization which provides social and recreational activities for young people...

SEFTON Metropolitan Borough of MANOR HILL YOUTH CENTRE. Applications are invited for a YOUTH WORKER to provide a base for a group of young people...

OVERSEAS Appointments continued

AFRICA TEACHING in various countries in Southern Africa. We have vacancies for qualified teachers in various subjects...

TEACH IN FINLAND

A modern and excellent country to teach in. We are seeking teachers for various subjects in primary and secondary schools...

YOUTH & COMMUNITY WORKER

Applications are invited from suitably qualified Teachers and Youth and Community Workers for the post of Youth and Community Worker at the Waterdale Training and Personal Supervision provided...

BRENT YOUTH AND COMMUNITY SERVICE. Applications are invited for the following interesting post: YOUTH AND COMMUNITY SERVICE OFFICER...

WARDEN OF COLLEGE TRAINING CENTRE. The Borough of Brent Youth and Community Service Training Programme is based at the Centre and the Warden is responsible for the staff...

LONDON BOROUGH OF BRENT

Nursery School Teachers' College Sydney, Australia. A College of Advanced Education. PRINCIPAL LECTURER EARLY CHILDHOOD STUDIES...

SCIENCE TEACHER (Spain)

The British Council School, Madrid. Candidates should be trained teachers with either a degree in or including Science or a teaching certificate with Science as a main subject...

LECTURER IN ENGLISH (Tunisia)

To University of Tunisia. In the absence of Spoken English Section and Language Laboratory. Degree, one-year postgraduate qualification in English or Applied Linguistics...

LECTURERS/SUPERVISORS (Venezuela)

British Council Institute, Maracaibo. Degree/teaching certificate. Postgraduate TEFL qualification and minimum of five years' TEFL experience. MA in Applied Linguistics desirable...

THE BRITISH COUNCIL

Return fares are paid. Local contract is guaranteed with the British Council. Please write, briefly stating qualifications and length of appropriate experience...



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OVERSEAS Appointments continued

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THE BRITISH COUNCIL

Return fares are paid. Local contract is guaranteed with the British Council. Please write, briefly stating qualifications and length of appropriate experience...

EAST SUSSEX COUNTY COUNCIL Deputy Warden required

Hollington Youth and Community Centre, St. Leonards-on-Sea, Sussex. Applications are invited from suitably qualified persons for this post which becomes vacant on September 1, 1977. The Centre is the responsibility of a voluntary body and is situated between a well-established community and a town expansion area.

OVERSEAS DEVELOPMENT KNOW-HOW vital to developing countries

Gilbert Islands: Primary Education Headteacher. To teach general subjects to 9-11-year-olds; supervise other members of staff; be responsible for the efficient organization and operation of school; devise and implement teaching programmes consistent with development of primary education.

Assistant Teacher

To teach general subjects to 5-7-year-olds; assist and support headteacher in overall day to day management of school and in formulation and implementation of teaching programme. Applicants up to age 55, either graduates or non-graduates, but must have a Certificate of Education and minimum of three years' primary experience...

Solomon Islands: Secondary Education English Teacher

To teach throughout school up to and including Sixth form; assist with curriculum development; assist with extra-curricular activities; undertake boarding duties. Applicants aged 25-55 should have degree in English, a Certificate of Education and a minimum of three years' secondary teaching experience. Appointment in a developing country. Experience of a co-educational boarding school an advantage. Appointment two years. Salary in range £3,730-£7,847 p.a. including allowance, normally tax-free, in range of £2,300-£4,818 p.a.

Botswana Primary Teacher Educators: Science

To assist with initial training of teachers; assist in primary schools; making frequent informal visits; to consider alternative approaches to primary syllabus; to be engaged in programme of in-service work. Applicants, aged 45, must be trained teachers with at least eight years' primary teaching experience. Appointment 2-3 years. Salary in range £3,286-£9,716 p.a. including allowance, normally tax free, in range £1,782-£6,204 p.a.

Administration Local Education Authority

London Borough of Education. Applications are invited for the post of Assistant Director of Administration. The successful candidate will be responsible for the day-to-day administration of the Authority. He/she will be required to manage a team of administrative staff and to coordinate the work of the Authority's various departments.

Banking Education Officer

London Borough of Education. Applications are invited for the post of Education Officer. The successful candidate will be responsible for the day-to-day administration of the Authority. He/she will be required to manage a team of administrative staff and to coordinate the work of the Authority's various departments.

Helping Nations Help Themselves

Appointments Officer, MINISTRY OF OVERSEAS DEVELOPMENT, Room 301, Strand House, 301 Strand, London WC2R 0ET. Tel: 01-954 2666. The Times, WC2R 0ET.

**UNIVERSITY OF PETROLEUM  
AND MINERALS  
DHAHRAN - SAUDI ARABIA  
WIND TUNNEL  
LABORATORY  
ENGINEER**

A newly established Wind Tunnel Laboratory at the University of Petroleum and Minerals, Saudi Arabia, requires a qualified and experienced Engineer. He will assist and work under the supervision of a Faculty Member in charge of the laboratory. His responsibilities will start with assisting in the Wind Tunnel installation and initial calibration. He should be able to design, prepare drawings and supervise manufacturing of aerodynamic models and experiments. He will prepare experimental set-ups for students' projects and research and carry on some of the tests.

A B.Sc. in Engineering is required with a minimum of four years' experience in a similar laboratory. The engineer must be familiar with aerodynamic testing and should have some experience with flow measuring devices or hot wire anemometer and pressure transducers.

Minimum regular contract for two years, renewable. Competitive salaries and allowances, free air-conditioned and furnished housing, free air transportation to and from Dhahran each two-year tour. Attractive educational assistance grants for school-age dependent children. Local transportation allowance in cash each month. All earned income without Saudi taxes. Ten and a half months duty each year with 48 days vacation paid.

Apply with complete résumé on academic and professional background with details of experience describing the laboratory facilities used, the projects you were involved in and copies of published reports of the outcome of the above projects, together with copies of degrees/certificates, list of references, and personal data such as: Name and office addresses, telephone numbers, family status (wife's maiden name, names of children, age and sex) to:

Dean of Faculty and Personnel Affairs  
University of Petroleum and Minerals  
Dhahran - Saudi Arabia

**ADMINISTRATION  
Local Education Authority  
continued**

**HAMPSHIRE**

**ADVISOR (Special Services)**  
AP 2. Up to £10,000 p.a. (plus 4.1% and Phase II Award)

Following the transfer of an advisory post to the Local Education Authority, a suitable qualified and experienced officer is required to work in Southampton.

**SPECIALIST (Careers)**  
AP 2. Up to £10,000 p.a. (plus 4.1% and Phase II Award)

Following transfer of holder to an advisory post a suitable qualified and experienced officer is required to work in Southampton.

24-hour telephone service for advisory services (see further details) - please telephone Wincanton 4111, Ext. 811, during office hours, or Wincanton 4111, Ext. 811, during the reference period. Applications should be sent to the County Personnel Officer, 11th Floor, Winchester, Hampshire, on 22 August, 1977.

**HERTFORDSHIRE  
COUNTY COUNCIL  
CAREERS SERVICE**

**OFFICER (Special Services)**, Salary £9,500 p.a. plus 4.1% and Phase II Award. Applications are invited from experienced Careers Officers for this post, to be based at County Hall, Hertford. As well as a personal case load of clients with disabilities, the officer will also have responsibility for co-ordinating and developing the work of other officers in this field, and for liaising with other staff and voluntary organisations concerned.

An essential car user allowance is available and help may be given with accommodation and removal expenses.

Application forms can be obtained from the County Personnel Officer, County Hall, Hertford, and should be returned by 15th August, 1977.

**LANGUAGE INSTRUCTORS  
(FEMALE)  
IN SAUDI ARABIA**

There are vacancies in our hospitals for Language Instructors. It is our policy to provide on-the-job training for female Saudi personnel as part of our health care programme in the Kingdom of Saudi Arabia. We require female Instructors with some years' experience and a certificate in teaching English as a foreign language (T.E.F.L.).

We provide free accommodation, free insurance, generous leave and air freight allowances and a TAX FREE salary of U.S. \$10,000. For further details and an application form please contact:-

Whittaker Life Sciences Limited,  
76, Grosvenor Street, London W.1. Telephone: (01) 492 0921.



**General Science  
Teachers**

**Cairo—Top Salaries**

Our client, an American Educational Institute, requires a number of general science teachers to work in Cairo. Ideally the candidates will have five years' post-graduate general science teaching experience focusing on basic chemistry and physics with lab demonstrations. A University degree or Dip.Ed. is required. Contracts will initially be for one year, single status although married status will be considered at a later date. A realistic salary package

including transport and accommodation is offered. The need for these positions to be filled is urgent and only candidates, male or female, who can take up a contract starting September 1, 1977, should apply. For further information write, with details, or telephone us 2000 as possible; quoting ref. no.: MDK485, to B. Duveen on 01-836 1500, Moxon Dolphin and Kerby Ltd., 60 St. Martin's Lane, London WC2N 4JB.

**OVERSEAS  
DEVELOPMENT**

KNOW-HOW: vital to developing countries

**Adviser on primary and  
compensatory education**

Malaysia

At Curriculum Development Centre, Kuala Lumpur to advise and assist on development and experimentation of an integrated approach of curriculum organisation involving classroom teachers. Assist on development of diagnostic instruments for identifying primary pupil learning problems and of remedial programmes. Applicants should have appropriate academic and professional qualifications and extensive primary experience in innovative primary and compensatory education practices. Appointment two years. Salary according to qualifications and experience plus variable tax free overseas allowance in range £1,415-£3,580 per annum. Superannuation rights may be safeguarded. The post is wholly financed by the British Government under Britain's programme of aid to the developing countries. In addition to basic salary and overseas allowances other benefits normally include paid leave, free family passages, children's education allowances and holiday visits, free accommodation and medical attention. Applicants should be citizens of the United Kingdom.

For full details and application form please apply quoting Ref. 317 stating post concerned, and giving details of age, qualifications and experience to:



Appointments Officer,  
MINISTRY OF OVERSEAS DEVELOPMENT,  
Room 301, Eland House,  
Stag Place, London SW1E 5DH.  
HELPING NATIONS HELP THEMSELVES

**OVERSEAS  
DEVELOPMENT**

KNOW-HOW: vital to developing countries

**Mathematics and  
Science Teacher**

Lesotho

To teach to Cambridge Overseas School Certificate GCE 'O' and 'A' level and undertake some curriculum development in subject area. Applicants should have Degree in either Mathematics or Science subject, and a Teaching Certificate. Appointment two years.

Salary (currently under review) in range: £4,441-£8,286 p.a. including an allowance, normally tax free, in range £1,830-£2,916 p.a. Terminal gratuity 25 per cent p.a. of basic salary.

Other benefits include free family passages, children's education allowances and subsidised accommodation. An appointment grant up to £300 and an interest free car purchase loan up to £1,200 may be payable in certain circumstances. Superannuation rights may be safeguarded. Applicants should be citizens of the United Kingdom.

For full details and application form please apply quoting Ref. 316, giving details of age, qualifications and experience to, address below.

**Primary Teachers**

Botswana

To teach full range of Primary School subjects and participate fully in extra curricular activities. Applicants, up to age 55, should have non-graduate Primary Teacher's Certificate and minimum of two years' primary teaching experience. Appointment: 30-36 months.

Salary in range: £3,644-£6,023 p.a. including allowance, normally tax free, in range £2,084-£3,024 p.a. Terminal gratuity of 25 per cent p.a. of basic salary.

Other benefits include free family passages, children's education allowances and subsidised accommodation. An appointment grant up to £800 and an interest free car purchase loan up to £1,200 may be payable in certain circumstances. Superannuation rights may be safeguarded. Applicants should be citizens of the United Kingdom.

For full details and application form please apply quoting Ref. 315, giving details of age, qualifications and experience to:



Appointments Officer,  
MINISTRY OF OVERSEAS DEVELOPMENT,  
Room 301, Eland House,  
Stag Place, London SW1E 5DH.  
HELPING NATIONS HELP THEMSELVES

**EDUCATIONAL  
STAFF VACANCIES  
KANO State Polytechnic,  
NIGERIA**

As part of the major educational programme, the Kano State Polytechnic is inviting applications from suitably qualified candidates for the following post-primary teaching vacancies. In addition to the salaries indicated there are substantial fringe benefits.

**Deputy Chief Education Officers**

Minimum qualifications are a good honours degree including post graduate qualification and a diploma in teaching with at least twelve years experience.

Salary scale: £6,470-£7,270 plus benefits.

**Senior Masters Grade I**

Minimum qualifications are a good honours degree with a diploma in teaching and at least 10 years experience.

Salary scale: £5,920-£6,460 plus benefits.

**Senior Masters Grade II**

Minimum qualifications are a good honours degree with a diploma in teaching and at least 7 years experience.

Salary scale: £4,550-£5,360 plus benefits.

**Masters Grade I**

Minimum qualifications are a good honours degree with a diploma and at least 4 years experience.

Salary scale: £3,640-£4,450 plus benefits.

**Masters Grade II**

Minimum qualification is a good honours degree.

Salary scale: £2,720-£3,470 plus benefits.

**ADDITIONAL BENEFITS AND GUARANTEES**

In addition to the basic salary, the following fringe benefits will be provided:

- i) An additional 15% of the agreed salary will be paid monthly.
- ii) At the expiry of the contract there will be guaranteed payment of 10% to 15% of the total contract salary.
- iii) Home leave including travel costs will be provided every 12 to 18 months.

- iv) A house including part furniture and furnishings will be provided at a rent equal to 10% of the basic salary.
  - v) Car purchase loans will be provided at 3% interest plus an allowance of approximately £42 per month motoring expenses and an official mileage allowance.
  - vi) Income Tax is approximately 15% of salary.
- \*All salary levels are subject to the exchange rate at date of contract.

**TEACHING CATEGORIES REQUIRED**

Experienced teachers are required in all school subjects including the following:

- English;
- Mathematics;
- Geography;
- History;
- Social Studies;
- General Science;
- Physical Health Education;
- Agricultural Science;
- Home Economics;
- Education;
- Biology;
- Physics;
- Chemistry;
- Art/Wood Working;
- Hausa;
- French;
- Commercial Education;
- Bricklaying;
- Carpentry;
- Refrigeration and Airconditioning;
- Radio and TV;
- Plumbing;
- Typewriting and Shorthand;
- Commerce and Economics;
- Bookkeeping and Accounting;

Technical Drawing;  
Metal Working;  
Wood Working;  
Tool Making;  
Cabinet Making;  
Motor Mechanics;  
Electrical;  
Agricultural Mechanics.  
Applicants in technical subjects should have an HNC Certificate or its equivalent. Applications from people with the right technical qualifications but no practical teaching experience will be considered.

**METHODS OF APPLICATION**

Candidates are required to submit three copies of their Curriculum Vitae together with three recent passport size photographs and three photostat copies of their qualifications and/or certificates. In particular, the following information must be provided.

- a) Full name;
- b) Place and date of birth;
- c) Nationality;
- d) Marital status including number of children and their ages, if appropriate;

- e) Qualifications: dates and detailed transcripts including subjects taken;
- f) Teaching experience including schools taught with dates;
- g) Present employment;
- h) Full postal address including telephone number;
- i) Two written references should be attached to the application, one of which must be your present employer or principal professor.

Alternatively, candidates may collect an application form from the Recruitment Attache at the address below:

All applications should be sent by registered post quoting reference KSP/T to:  
The Recruitment Attache, Nigerian High Commission, 9 Northumberland Avenue, London WC2.  
Clearly print on the back of the envelope For Kano Polytechnic

**CITY OF SHEFFIELD**  
Family and Community Services Department  
Todwick Grange Children's Centre, Aston, Sheffield S1

**CHILD CARE OFFICERS**

£2,277-£2,691 plus Phase 1 and 2 supplements

Applications and enquiries welcomed from persons wishing to explore the possibilities of working in this challenging and stimulating children's unit.

Todwick accommodates 16 emotionally disturbed children in four long groups. Staffing is provided on the premises for 30 children. Strong emphasis is put on good staff co-ordination and involvement in the development of high standards of care. We are looking for confident, imaginative and flexible people with any skills and interests which can be developed for the benefit of the children, e.g. experience of maintaining children, teaching, reading, work, youth and group work etc. Posts are resident or non-resident and involve elements of unsocial hours, split shift work and some weekend work.

The Acting Principal, Miss Joyce Perrott, would welcome informal enquiries. Telephone Worktop 271123.

Further written information and application forms from the Recruitment Officer, Redwara House, Union Street, Sheffield S1 2JQ, telephone (0742) 734831. Closing date 17th August.

**ADMINISTRATION**  
Local Education Authority continued

**CITY OF LIVERPOOL**  
EDUCATION DEPARTMENT  
SCHOOL CARRIERS OFFICER

The post is vacant in the local authority and is a full-time position. The successful candidate will be responsible for the supervision and control of the school carriers service in the City of Liverpool. The post holder will be required to have a minimum of five years' experience in a similar post in a local authority. The successful candidate will be required to have a minimum of five years' experience in a similar post in a local authority. The successful candidate will be required to have a minimum of five years' experience in a similar post in a local authority.

**Educational Psychologists**

**BURY**  
Metropolitan Borough of Education  
EDUCATION DEPARTMENT

EDUCATIONAL PSYCHOLOGIST (part time)

The Metropolitan Borough of Education is seeking an Educational Psychologist to work on a part-time basis. The successful candidate will be responsible for the assessment and diagnosis of educational difficulties in children and young people. The post holder will be required to have a minimum of five years' experience in a similar post in a local authority. The successful candidate will be required to have a minimum of five years' experience in a similar post in a local authority.

**Enquiries Assistant**

WE ARE LOOKING for someone to join our Education and Training Department dealing with examination inquiries and other aspects of the department's work. Candidates should be educated to "A" level standard and be familiar with correspondence and personal callers in a busy environment. Salary will be within £1,758-£3,017 per annum, including supplement and London Weighting, with good conditions of employment. Write or telephone, the Personnel Manager, The Law Society, 113 Chancery Lane, London WC2A 1PL. Tel: 01-242 1222.

**Advisory Service**

Applications are invited from men and women with successful teaching experience for appointment to the Authority's team of Advisers.

**Phase Adviser for Primary Education (South Devon)**

**Phase Adviser for Education in the Middle Years (West Devon)**

**Phase Adviser for Education in the Early Years (West Devon)**

**Subject Adviser: English (Primary) Adviser for Special Services**

Salary: £6,989-£7,583, plus supplements.

Further details and application form obtainable from the Chief Education Officer, Devon County Council, County Hall, Topham Road, Exeter EX2 4QG, to whom it should be returned by Friday, 16th September.

This advertisement has been issued after an independent review of the advisory service.

**MISCELLANEOUS**  
Appointments continued

**CLAYD**  
CONYNGHAM SCHOOL

Headmaster

Applications are invited from men and women with successful teaching experience for appointment to the Authority's team of Advisers.

**English as a Foreign Language**

**CAMBRIDGE**  
THE ANGLO-WORLD LANGUAGE

Cambridge

Applications are invited from men and women with successful teaching experience for appointment to the Authority's team of Advisers.

**SUPERINTENDENT**

Range 6 (points 7 to 11) plus Supplement plus Phase II

**New Hostel Project, Dudley, West Midlands**

This is a new project to be opened shortly, where the objective is to provide a flexible response to the educational, employment and social needs of 18 young men of 15 years of age or over.

The Superintendent will lead the team (yet to be selected) and will be responsible for the management of the project.

If you feel you have the necessary management and professional skills demanded by this project and are in sympathy with the Christian principles on which Barnardo's work is based ask for more details. Conditions of service broadly in line with Local Authorities. Transferable pension. Relocation expenses.

Applications and enquiries to Mr. R. Collins, Deputy Divisional Children's Officer, Brooklands, Great Cornbow, Halesowen, West Midlands B63 3AE. Telephone: 021-550 5271.

**Cheshire**

**SENIOR CAREERS OFFICER**

AP5 £3,285-£4,095 plus supplement of between £218 and £320 p.a.

**CHESTER**

To deal with a case load, including able pupils, and to deputise for the District Careers Officer.

Careers Service qualifications and experience essential.

Application forms and further particulars are obtainable from the Director of Education, Cheshire County Council, County Hall, Chester, CH1 1SQ. Closing date: 19th August.

**NEWCASTLE upon Tyne**

**EDUCATION DEPARTMENT**

EDUCATIONAL PSYCHOLOGIST

The Newcastle upon Tyne Education Department is seeking an Educational Psychologist to work on a part-time basis. The successful candidate will be responsible for the assessment and diagnosis of educational difficulties in children and young people. The post holder will be required to have a minimum of five years' experience in a similar post in a local authority. The successful candidate will be required to have a minimum of five years' experience in a similar post in a local authority.

**SUNDERLAND**  
EDUCATION DEPARTMENT

EDUCATIONAL PSYCHOLOGIST

The Sunderland Education Department is seeking an Educational Psychologist to work on a part-time basis. The successful candidate will be responsible for the assessment and diagnosis of educational difficulties in children and young people. The post holder will be required to have a minimum of five years' experience in a similar post in a local authority. The successful candidate will be required to have a minimum of five years' experience in a similar post in a local authority.

**THE LAW SOCIETY**

**Metropolitan Borough of Rochdale**

**Education Department**

**Careers Officer AP3/4**

£2,022 to £3,702 plus supplement approx. £473 to £512.

To provide a careers guidance, job placement and follow-up service for young people leaving schools and colleges in the Rochdale area.

Applicants should possess a professional qualification for work in the Careers Service. Essential user car allowance payable.

Application form and further details available from the Chief Personnel Officer, 168 Drake Street, Rochdale, OL16 1XG, to whom they should be returned by 8th August, 1977. (Ref. A.961).

**DEVON**

**Bedfordshire**

**E.E.C. Mother Tongue and Culture Project**

Required for September, 1977:

Applications are invited from qualified teachers, whose qualifications are recognised by the D.E.S., and who have their own transport for the post of Italian Teacher, Scale 3.

The Bedfordshire Education Committee, in conjunction with the E.E.C., is running a Pilot Project on Mother-Tongue teaching in several lower schools in Bedford.

Applicants must have an excellent command of Italian as well as the ability to teach this age group and work with Heads and teachers from the schools involved in the project. Young members are given time in which to prepare original teaching materials as part of the project, and to consult with schools staff.

Application forms and further particulars obtainable from D. P. J. Browning, M.A., Chief Education Officer, County Hall, Bedford. Closing date: 12th August, 1977.

**WILTSHIRE**  
EDUCATION DEPARTMENT

TEACHER

Applications are invited from men and women with successful teaching experience for appointment to the Authority's team of Advisers.

**ENGLISH AS A FOREIGN LANGUAGE**

**OXFORD**  
DIRECTIONS OF STUDIES

Applications are invited from men and women with successful teaching experience for appointment to the Authority's team of Advisers.

**A CAREER IN COMPUTING?**

Thorn Consumer Electronics Ltd., manufacturers, wholesalers and distributors of video and audio products, have a number of vacancies for Computer Programmers and Systems Analysts to work with ICL 1000 hardware on a variety of batch and on-line systems.

Training will be given where necessary, and a science degree with some knowledge of computing would be a useful background.

The career prospects within the Thorn-Group of Companies are excellent, and the salaries high.

Please apply in writing to: Personnel Manager, Thorn Consumer Electronics Ltd., Entfield, Middlesex EN1 1UL.

**HIGHLAND REGIONAL COUNCIL**  
Education Department  
Careers Service

**Senior Careers Officer**  
(based at Dingwall)

£3,057-£4,205 p.a. plus supplement of £312 p.a. plus Phase 2 supplement

Applications are invited from officers who possess the Diploma in Guidance and/or experience as practicing Careers Officers.

The successful applicant will practise in a unique area bounded by Skye in the West and Easter Ross in the east. Apart from the distinctive guidance and employment problems posed by the area, the post offers a challenge because of the industrial development taking place.

The successful applicant must be a car owner and hold a clean driving licence. A lump sum and mileage allowance are payable. Assistance will be given towards removal expenses.

Further information may be obtained from the Principal Careers Officer, 46 Church Street, Inverness (telephone: 35114).

Application forms are available from the Personnel Officer, Highland Regional Council, Regional Buildings, Glenangart Road, Inverness (telephone: 34121); to be returned by Friday, 19th August, 1977.

**GENERAL**

**ASSISTANT FOR EXAMINATION OFFICER**

Applications are invited from men and women with successful teaching experience for appointment to the Authority's team of Advisers.

**LEICESTERSHIRE**  
DROOKBY AGRICULTURAL COLLEGE

Applications are invited from men and women with successful teaching experience for appointment to the Authority's team of Advisers.

**KENT County Council**  
Education Committee

**CAREERS SERVICE**

**CAREERS OFFICER FOR SPECIAL SERVICES**

Salary: £3,285-£4,095 plus supplements

A new post, to assist with the current problem of unemployment amongst young people in the Mid Kent area.

Applicants should be experienced Careers Officers or persons with relevant industrial experience (e.g. personnel or training) possessing an interest in, and the ability to deal with, unemployed young persons and the development of close liaison with employers.

Temporary appointment until 31 March 1978. Further particulars and application form returnable by 19 August, from W. H. Pelly, County Education Officer (Ref. C6), Springfield, Maidstone ME14 2LJ.

**SHROPSHIRE**  
September '77

**PRINCIPAL CHILD CARE OFFICER**

Applications are invited from men and women with successful teaching experience for appointment to the Authority's team of Advisers.

**ENGLISH AS A FOREIGN LANGUAGE**

**LONDON W14**  
DIRECTIONS OF STUDIES

Applications are invited from men and women with successful teaching experience for appointment to the Authority's team of Advisers.

**EDUCATION DEPARTMENT**  
CITY CARE PROJECT

**AN ALTERNATIVE TO RESIDENTIAL CARE**

**Educational Psychologist**

£6,021-£7,182 (includes supplements)

Commencing in October, 1977, Coventry Social Services Department is pioneering a new project as an alternative to residential care. Twenty young people assessed for placement at community home schools will instead continue to live at home and attend their normal school or place of work but in the evenings, in a planned programme of activities. This programme will include tasks of a community service nature, creative activities, individual and group counselling, family therapy, etc. The staff of the Project will consist of a Project Leader, 3 Social Workers, a Group Worker, an Educational Psychologist and Clerk. The Educational Psychologist will be responsible professionally to the Principal Educational Psychologist but will be seconded full time to the Project and for day-to-day matters will be responsible to the Project Leader. Duties of the post will include liaison with schools and full involvement with the activities of the Project. The experiment will be the subject of research.

The Educational Psychologist will be subject to a 37-hour week but this will include evening and night work. Applications are sought from Educational Psychologists with drive, commitment, initiative and the ability to work outside conventional settings. Application forms and further particulars from the Coventry, Tel: 25565, ext. 2292. For an informal discussion contact Cynthia Bannin, Principal Educational Psychologist on Coventry 459718. Returnable 14 days after appearance of advertisement.

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**CAREERS OFFICER**

AP.4/5 £3,368-£4,095 plus £312 p.a. supplement plus Stage II

**Careers Service**

This temporary post has been created to help unemployed young people, mainly in the Colchester and North East area of Essex. Employment cannot be guaranteed beyond March, 1978, but consideration will then be given to the holder of the post being absorbed into the normal staff establishment of the Essex Careers Service.

Candidates for the post (Post No. CS.131) should be suitably qualified with appropriate experience in the Careers Service, industry and commerce. The post will be based at the Colchester Careers Office and car or mileage allowance will be paid.

Application forms and further details are available from the County Education Officer (G), P.O. Box 47, Thredneedle House, Market Road, Chelmsford CM1 1LD (Chelmsford 67222, ext. 2808). Closing date 19th August 1977.

**MISCELLANEOUS**

**NATIONAL EXTENSION COLLEGE**  
COURSE EDITOR

Applications are invited from men and women with successful teaching experience for appointment to the Authority's team of Advisers.

**TEMPORARY APPOINTMENT**

**ASSISTANT**

Applications are invited from men and women with successful teaching experience for appointment to the Authority's team of Advisers.

**Coventry**

**Deputy Principal Careers Officer**

£5,001 - £5,304 or £5,001 - £5,562 or £5,304 - £5,889 plus 5% supplement

Applicants must be professionally qualified with experience in a senior position in the Careers Service.

Application forms and further particulars from the Director of Education, The Council House, Coventry CV1 1RS. Tel. Coventry 26585, ext. 2292. Closing date: 16th August, 1977.

**SOCIAL WORKER**

Applications are invited from men and women with successful teaching experience for appointment to the Authority's team of Advisers.

**CHILD CARE STAFF**

Applications are invited from men and women with successful teaching experience for appointment to the Authority's team of Advisers.

**THIRD SENIOR HOME TUTOR**

Applications are invited from men and women with successful teaching experience for appointment to the Authority's team of Advisers.

**Barnardo's**

**coventry**

Applications are invited from men and women with successful teaching experience for appointment to the Authority's team of Advisers.



Pity and fear

Robin Maconie at the Proms

Critical reactions to two large modern works given in the first week of the Proms have been extravagantly obtuse. Hector Maxwell Davies's one-act opera The Marriage of St Magnus, a BBC commission, appeared at The Round House having received its premiere in Orkney among the people to whose history its title belongs. A few days later Hans Werner Henze's opera-oratorio The Raft of the Medusa, whose first performance in Hamburg in 1968 was disrupted by a manufactured dust-up, paraded in the Albert Hall with the innuendo elegance of haute-couture retrospective, guerrilla style.

Whatever the merits of each performance—and it is clear that the Davies production was both minor and a remote past and ought to be discussed in the themes of social criticism Davies and Henze have taken up, and how these themes are given musical and formal expression.

Both composers have taken events from a remote past and attempted, not simply by drawing attention to them but by deliberate stereotyping, to give them a contemporary "political" immediacy. That in itself is questionable and a self-raising cliche should make it its duty to ask whether a balance between universal significance and momentary relevance is achieved. But Davies and Henze not only ask to be considered on the level of intention, since the intention is modified, not to say confounded, by the composer's tone and manner of musical expression. The manifest uncertainty of Davies's dramatic conception, and gross contradiction between its revolutionary message and refined musical substance, cannot be ignored if the composers' challenge is to be fully met, and their achievement to be responsibly assessed.

Tragedy is not a matter of fact, but of conscience. The main difficulty of conveying the tragedy of a character such as Magnus is that, like the Christ of the Passion, his fate is decided by an agency which is not visible to act in a crisis. The power of such a refusal can only be conveyed circumstantially: an audience has to believe in the actual as well as the moral force of the sacrifice for which Magnus is ordinarily conveyed by chorus and aria commentary, representing popular and individual response to the main issues. It is not enough to be told what happens: we have to be able to sense why.

Davies makes too many mistakes. His idea of a sequence of nine tableaux is promising, but the formality of the plan is undone by his text. In taking selected scenes from the novel Medusa by George Mackay Brown, the composer seems to have acted under a misapprehension that concentration is achieved simply by chopping out those bits you want, and discarding the rest. It is not so simple.

A novel has its own continuity and tempo, and the tempo of Mackay Brown's prose is too leisurely for Davies's musical requirements and nervous temperament. It is not clear when the action takes place, or where, or by whom (Davies's fondness for mixed identities adding to the confusion). The work has no emotional climate, no chorus—for four months do not make a social context, and the setting is diminished by the composer's inattentiveness. The invented character Blind Mary might have served as a more effective monitor of the climatic events had the composer not turned her into a rebarbative old harridan more concerned with nagging the saints for her sight to be returned than with showing the poetic insight proper to her role. And Magnus himself is a prize.

Some of these deficiencies could be remedied in the music. There is, indeed, much to admire in parts of the music, some interesting instrumental combinations that one suspects are new to Davies, if not to the American George Crumb. Magnus's word-settings in particular bear a close resemblance to Stravinsky's vocal characterization of St Stephen in A Sormos, Narratives and Prayers, by and large, however, the music serves less to

Painter as witness

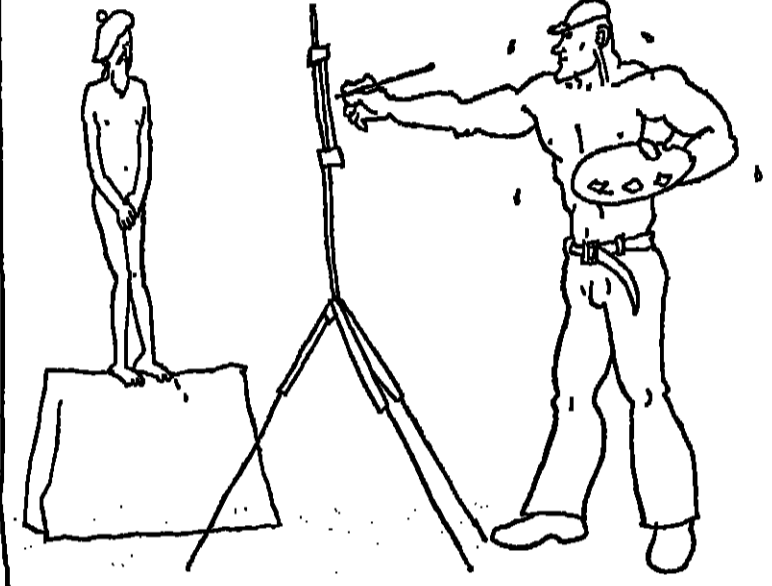
Peter MacKarell

Work and Struggle. By Edward Lucie-Smith and Celestine Davis. Paddington Press £9.95, 448 22616 2.

When I was a student an irreverent friend was with me in a lecture when a reproduction of the Delacroix "Liberty leading the People" came on to the screen. "What are they running away from?" he asked audibly to the outrage of the lecturer who was trying to establish the point that here were ordinary people seen as heroes.

The point was a good one, although what was neglected (if memory is a reasonable guide), not just in that lecture but throughout my time as a student, was the fact of the widespread use of photography by many of the painters of the nineteenth century. Indeed Delacroix himself wrote to a friend about some photographs he had found studying: "As far as work is concerned, how much I regret that so admirable an invention came so late." In a well-researched book Aaron Schwab has shown that the influence of photography was extensive and profound although, broadly speaking, he deals with painters and movements that had importance as mainstream influences.

Work and Struggle (sub-titled "The Painter as Witness") deals with artists active between 1870 and 1914 who depicted narrative scenes of working-class life. There is a group of good colour plates, over 200 reproductions in black-and-white as well as an introduction to narrative painting, a note on the French Official Exhibition system and a register of artists. Despite the fact that this book deals with a special category of painting readers may well be surprised when they look at the pictures to discover how many old favourites they recognize. My half-dozen included two lovely works by



We have erred and strayed . . .

John Peter on 'The Bells of Hell'

The best way I can describe John Mortimer's new play, The Bells of Hell (Garwick) is to call it a psychological farce. Yes, I know that this is a contradiction in terms, farce being a mechanical contrivance with show his paces in that department. Also present are a young tough called Harry, and his fiancée named, I regret to say, Vanessa Friggins. They have come to the vicarage for marriage licence. She is a sensual, brainless, self-indulgent, innocent while he, alas, dreams of mature women of experience, the objects of his fantasies being the vicar's wife and Mrs Margaret Thatcher.

The key to Mr Mortimer's frustrated foursome is that they are all in need of sin. For Harry and Vanessa it is a path to a kind of maturity; for the vicar and his wife it is the prime condition of functioning as Christians. Mr Mortimer is playing a cunning game. He points his young characters in the direction of sexual freedom (freedom, mark you, and not promiscuity); and at the same time he makes the theological unacceptability of such worship is meaningless without a sense of sin. (I might add at this point that St

Lincolnshire treasure-house

John Bird

Yellowbelly Ballads, Part II. Edited by Patrick O'Shaughnessy. Lincolnshire and Humberside Arts, Beaumont Lodge, Beaumont, P.O. Lincoln, £1.00.

This volume of songs casts a welcome spotlight on one of the more obscure corners of British musicology and represents many years of devoted and meticulous work by its editor.

Stanhope Forbes, "Health to the Belds" and "By Order of the Court", two Winslow Homer of which one was the support and the other "Gulf Stream". The latter, emigrant landing at Liverpool by Erskine Nicol. "All hands to the Pumps", by Henry Scott Taylor and Sharkey's "By George". There is so much to admire in this large collection of pictures that I have confined to art students.

Without being too churlish it is hard to ignore one feature which grates a little. The authors add captions as sub-captions to the pictures and this is not always helpful. A painting of a "blind family" is supplemented with the remark, "Note the lack of sexual segregation". Why should this be taken of this? A picture called "A Wounded Man" (1895) carries the note "Industrial Safety Codes had not yet been developed". Is there an implication here that, since the development, there have been no more industrial injuries?

A straightforward rendition of a Paris horse-drawn cab is called a "vision" and painting of a woman giving a bath to a child in a bath carries this: "The women are peasant costume and, even in republican France, the village curé sits in the pincushion". In the largely rural scene of the nineteenth century, what would one expect to see peasant women washing? And where would one expect the priest to sit? Under the platform or up a tree on a post?

If these captions do stand up to the test, they are a pity, for they detract from the visual interest, powerful workmanship and social information which would make it a welcome addition to the shelves of a school or college library.

Augustine makes an interesting appearance in the play. Praising Christians will, of course, part company with him when he recommends action as well as words. But I do not actually think that he wrote his play for praising Christians; and he does make a hilariously accurate point of sexual experience under a parable.

The invention flags a little at the beginning of act two; but the whole thing is hugely funny and delightful. Mr Mortimer has a sharp eye for trendy nonsense, and a dotty hyperbole of small, confined people. His style is both expressive and conventional: a valuable asset of the West End. He is advised by John Tydemann to proceed in direction; by Peter Brown to be more of a vicar; by Tony Britton as the vicar's best friend; by another of Mr Britton's associates, observed performances; and by a barrister, who says, "I should, you know, be good at it."

performable) collected versions and more performable editions which were soiling for sloppy musicologists. His album is both a joy for an amateur and a beautiful source of knowledge for a serious student. The foremost songs are a masterpiece of authorship and the whole is a generous and welcome like tribute to its editor, Lincolnshire and Humberside Arts, Lincoln, £1.00.

Live performances

Pam Schweitzer on theatre in education

Aan, aged six, of Coventry: "Mum, today we stopped a dam being built in the river, so this nice sheep farmer could stay on his land. The man from the Water-bearer took us out to his farm and the farmer was rude and stupid, but he wasn't when you got to know him, so we helped him."

John, aged eight, of Lancaster: "Mum, today we stopped a dam being built in the river, so this nice sheep farmer could stay on his land. The man from the Water-bearer took us out to his farm and the farmer was rude and stupid, but he wasn't when you got to know him, so we helped him."

There must have been some heinous matters in the Coventry and Lancaster areas last month, worried about whether Ann has been having too many late nights, or if John could perhaps be moved to another school. No, the dam was not built. It really did meet these unlikely people and they found they were in a position to be of help to them.

This is where the problems start, though, because the land belongs to a farmer who does not want to move and claims not to understand a word of English. He is so against Mr Armitage, who wants him to sign away his land on a piece of paper that he has set traps and put up posters to warn all waterboard officials off. Needless to say, the children meet Glyn Ifans, the Welsh farmer, and find him to be anything but a friendly giant. They learn about his sheep farm (real sheep by courtesy of the Agricultural Research Station), how he tends his sheep throughout the year, and how much it means to him to continue on his land. They all set up as a small neat home, within the irrepressible Mr Armitage jumps up outside the window and falls over noisily, alerting the sheep farmer to his danger. He has been met in a by-befriending these children whom he now suspects have been sent there just to get him to sign the bit of paper. They witness a full-scale shouting match between two adults they like (there are few

absolute goodies or baddies in these programmes) and then try to decide on the best solution, helped by Glyn's bilingual niece who is much calmer about the whole problem than her uncle or Mr Armitage. To be sure, many of the children recognize a theatre van or a familiar performer, and know that this is the Coventry Belgrade theatre in education team or the Duke's Play-house, Lancaster theatre in education team, but my awareness that they are witnessing a performance soon vanishes (the children seem to even visit it away) and they react to the characters and their situation as though both were totally real. Anything which can contribute to the verisimilitude of the encounter is used, however inconvenient it may be to have to load it in and out of the van twice a day. There is no "muscle of lights and staging in the usual sense of those words. And yet there is the ultimate in staging which comes from using the reality of what can easily pass for it, and placing that reality in a context where the children's presence is plausible.

Why, you may ask, does it matter so much that it should seem so real to the children, when an infant audience can be made to worry on behalf of a puppet so representational that it may as well be a spoon with a face on it? And it is true that children watching a show, which they know is a show, can empathize and identify without difficulty if the plot is strong and the performances convincing. Many theatre in education teams are confident that the benefits to be derived from participation are worth striving for but intensely aware of how many empty gestures

are made. The children, aged 6 to 7, who have been doing work with their teacher on water, are delighted by an unexpected visit to their school from Mr Armitage, a jolly, rather hearty chap of military bearing, who is an official of the Water-bearer. He is so enthusiastic about his plans for a dam which will ease the pressure on Coventry's inadequate water supply that he offers to take the children on a bus to view the site he has in mind. They leave in a water, and travel with him to an Agricultural Research Station (real) where he shows them his models, and takes them on a nature trail to see the farm which would be such an ideal spot for his dam. This is where the problems start, though, because the land belongs to a farmer who does not want to move and claims not to understand a word of English. He is so against Mr Armitage, who wants him to sign away his land on a piece of paper that he has set traps and put up posters to warn all waterboard officials off. Needless to say, the children meet Glyn Ifans, the Welsh farmer, and find him to be anything but a friendly giant. They learn about his sheep farm (real sheep by courtesy of the Agricultural Research Station), how he tends his sheep throughout the year, and how much it means to him to continue on his land. They all set up as a small neat home, within the irrepressible Mr Armitage jumps up outside the window and falls over noisily, alerting the sheep farmer to his danger. He has been met in a by-befriending these children whom he now suspects have been sent there just to get him to sign the bit of paper. They witness a full-scale shouting match between two adults they like (there are few



Big bands at Bracknell

Alan Finigan

Bracknell is a comparative new town, but its two-day event at the weekend was the third—it has been a large audience—more than 2,000 people over last weekend—and presenting to that audience a wide sample of the range of contemporary British music and the opportunity to hear top American groups in advantageous conditions.

The musicians are virtually among the audience music starts in the early afternoon and goes on till around midnight; groups do long sets so there is none of the fragmentary feel one often gets at such occasions. In addition the excellent organization provides adequate food and drink, crèches and entertainments for children, and even breakfast for campers producing the pleasant atmosphere of a rather serious fests.

Mainstream music has not been completely bowed out, especially on the second day, which tends to have a more eclectic flavour. This year saw the London Big Band, led by seasoned pianist Stan Gries, on the bill and Susannah McCorkle, a

singer who owes more than a passing bow to Billie Holiday, supported by tap dancer Will Gates in some original, albeit slightly whimsical, vaudeville-style songs and dances. Veteran trombonist Kal Windling, urbane and impeccable as ever, also appeared briefly with the Leanne Best Quartet. But these artists essentially provided counterpoint and relaxation to the main musical fare, which included the American-based trio, Gateways, with Jack DeJohnette on drums and Dave Holland's powerful bass, the Stan Tracy Quartet and Amalgam. The latter group, led by alto player Trevor Watts, should have been joined by Bobby Bradford. Unfortunately Bradford, who worked with the revolutionary alto saxophone player Donnett Coleman in the fifties and sixties, was unable to make it because of a family death.

Also on the packed bill were Ninnesse, featuring the trumpet of Harry Beckwith and Keldi Tippett on saxophone playing music specially composed by Elton Dean, a former member of the Soft Machine pop group. Topping the bill were the Ameri-

Goodnight!

Geoff Tomlinson

Her. Welcome once again to Mole and Fenella, the illustrated chat show for those who feel they may be missing out on something, or who just like to talk about it, or who are simply idly curious.

Well, one or two viewers, at most, have written in to say how pleased they were to hear that teenagers are now being taught that masturbation is perfectly normal. There are still a few maladjusted people around who like to argue that masturbation is normal only because we go to extreme lengths to prevent teenagers getting at each other for the real thing, but clearly we don't intend to cater for such abnormal views in our straightforward (but frank) programme such as this.

No. The programme is intended simply to provide a service for those who are curious about such as ourselves who may be a bit shy about coming to grips with some of the problems that normal late-night viewers and adults alike may find just a little puzzling.

Well, just to recap on one or two of last week's points. This, you'll remember, is the attractive programme used to represent the sexual climax. You'll remember Harry running his finger up this curve here, and explaining that this little bump at the top was the little climax. And of course it's exactly the same for the female.

Yes; and this downhill slope here is the rapid falling away the male may feel after all, and the dotted line represents the more gradual and less intense, stirred, opinions challenged and sympathies weakened. This is curriculum development with a heart, and it is one of our most important educational experiments.

Of course if you feel that your experience doesn't exactly correspond with this particular diagram, there's not the slightest cause for worry.

No, and that goes for his case too. Anxiety itself can often lead to a certain drooping off in performance, which of course only makes him more anxious and causes anxiety. So the important thing is not to worry if your experience isn't anything like what we have described here. Certainly it's best to consult the paper-back manuals or watching television.

No. The important thing to remember is that what's normal for you is normal for you, though it may not be normal for you, and of course some couples find that as they get older things improve. And vice-versa. If, for example, you recently suffered from hernia surgery, or the bank manager wrote another letter, then, quite naturally, you can expect your performance to be a little below Parra.

Well, let us turn now to tonight's topic; and first we have with us an expert in the field, who recently completed a key-hole report on the subject. Dr Bluebeard, What should we tell our grandparents?

Dr Bluebeard, Well, obviously we needn't tell them to suck eggs. Ha! Ha! But seriously, this is a problem—in fact, it's worse than that, it's very important. The trouble with grandparents is that they were brought up in comparative ignorance. They may, accidentally, have had eight or nine children, but that was without anaesthetic, and of course there simply was no such thing as television in their day. So how can we help to bring them up to date on the main problems of sexual relationships? Perhaps I could begin by looking at this table of statistics. Now we can see from this graph that:

Well, I'm sorry to be the cause of such an interruption, but I'm afraid that's all we have time for this week—an "well simply say "Goodnight from me".

And goodnight from her. Don't forget to join us next week, when we'll be discussing one of the central issues of this series— "What should we tell the children about horses?" Her. So until then it's Goodnight and Thank you. Her. And of course, thank you and Goodnight.